



Depew Union Free School District

COVID-19 Health and Safety

Reopening Plan

2020-21 School Year

As of 7/30/2020 11:00 AM

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Introduction

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

It is important to note that this plan is a living and breathing document that will be updated on a regular basis to reflect the most recent Executive Orders, NYSDOH and NYSED guidance documents and emerging needs within the Depew School-Community. All updates will be posted to the District website: www.depewschools.org and communicated via Blackboard Connect.

The reopening plan is divided into logical categories following the NYSED document Recovering, Rebuilding and Renewing: The Spirit of New York's Schools Reopening Guidance, and is subject to change as guidance and regulations change. Each category contains guidance, procedures, protocols, and/or other measures, which explain practices that need to be considered in order to maximize the health and safety of students and staff. The categories are as follows:

- Communication/Family and Community Engagement
- Health and Safety
- Facilities
- Child Nutrition
- Transportation
- Social Emotional Well Being
- School Schedules
- Attendance and Chronic Absenteeism
- Technology and Connectivity
- Teaching and Learning
- Special Education
- English as a New Language and World Languages
- Teacher and Principal Evaluation
- Substitute/Incidental/Student Teaching

Communication/Family and Community Engagement

General Information

The district will utilize numerous communication channels to inform parents, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the COVID-19 pandemic. Along with the district website: www.depewschools.org, the most highly utilized channel is our phone, email and text message mass communication system, Blackboard Connect. The system sends our phone, email, text message alerts, usually pointing to an explanatory document or letter on the school district website. The school website: www.depewschools.org, is the primary repository for letters, documents, event headlines, frequently asked questions, and general information about the district and each school building. The website has a dedicated page to all correspondence, sorted chronologically, regarding the coronavirus pandemic.

Accommodations for vulnerable students and staff with underlying medical conditions or who have household members with underlying health conditions will be made to the extent practicable. The Depew Union Free School District Medical Director will coordinate with the medical providers of families and staff members seeking accommodations.

Families should contact the school nurse to initiate the discussion, which may result in an individualized Health Care Plan to address the following:

- How does the medial condition create a limitation?
- How will the requested accommodation address the limitation?
- Is there another form of accommodation that could effectively address the request in a less restrictive manner?
- How will the proposed accommodation enable the student to continue participation in school?

Employees seeking medical accommodations should contact their supervisor to initiate the discussion. The Depew UFSD will follow ADA guidance:

DUFSD Reopening Plan 2020-2021

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

Parent & Student Notification

The district will provide guidance to parents and students with the following information regarding COVID-19 (Communications will be provided in languages spoken among families and throughout the school community as needed.):

- When/how long to stay home from class/other activities if they are sick. This will include details on how this will affect grading policies.
- What they should do if exposure is suspected and what will happen if a student tests positive. This will include details about isolation and when they can return to campus/class/activities. This will also include details about procedures if a student's close contact tests positive.
- How student health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to campus in the fall, including any new procedures, updates to timing, etc.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures students in vulnerable populations should take and/or what additional options they have
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.

Faculty & Staff Notification

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

- When/how long to stay home from work if they are sick. This should include details on how this will affect sick time allowance.
- What they should do if exposure is suspected and what will happen if an employee tests positive. This should include details about isolation and when they can return to work. This should also include details about procedures if an employee’s close contact tests positive.
- How employee health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to work, including any new procedures, updates to timing, etc. This should include details on who is permitted to work from home and under what circumstances.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures employees in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.
- How work spaces/classrooms/common areas will be cleaned/disinfected and by whom.

Community Stakeholder Involvement in the Planning Process – Timeline

| <u>Date</u> | <u>Meeting/Event</u> | <u>Persons Present/Representing</u> |
|--------------------|-----------------------------|--|
| 4/5/2020 | Thoughtexchange Survey | <i>“As we continue to navigate through the impact of the COVID-19 crisis, what are the most important things that we should be considering, in order to keep everyone (students, parents and teachers) connected and productive, as we look at a longer term closure?”</i> |

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| 04/26/2020 | Thoughtexchange Survey | <i>“As a student, what are your thoughts and questions about the continued school closure due to the COVID-19 crisis, and how can we best support you?”</i> |
| 05/18/2020 | Thoughtexchange Survey | <i>“As you reflect on the past 10 weeks of Remote Teaching and Learning, please share specific thoughts of what areas need attention or further support, in order to provide for a smoother transition and /or continuance in the event that is what is expected of schools during the ongoing health crisis.”</i> |
| 06/30/2020 | Thoughtexchange Survey | <i>“What are the most important things our district needs to think about as we continue to respond to COVID-19 and plan for the future?”</i> |
| 07/01/2020 07/09/2020 07/15/2020 | Administrative Team Planning Meeting | <p>Superintendent: Jeffrey Rabey Ph.D. Assistant Superintendent: Susan Frey Business Administrator: Susan Arena Director of Curriculum and Instruction: Joseph D’Amato Director of Special Education: Jill Snuszka Transportation Supervisor: Douglas Baumgarden School Lunch Manger: Barbara Albi Director of Facilities: David Hess Director of Technology: Brian Richards Executive Secondary Principal: Jay Lupini Middle School House Principal: Lynn Girdlestone Cayuga Heights Elementary Principal: Michelle Kudla High School Assistant Principal/Athletic Director: Robert Skoczylas Middle/High School Assistant Principal: Natasha Fatta Cayuga Heights Elementary School Assistant Principal: Rebecca Fatta</p> |
| 07/20/2020 | Health and Safety Team Planning Meeting | <p>Meeting Facilitator: Susan Arena Supervisors: Barbara Albi; David Hess, Doug Baumgarden High School Teachers: Jillian Tylenda, Heather Lovelace Middle School Teacher: Sal Carlino Cayuga Heights Elementary Teacher: Erin Smith NonInstructional CSEA: Dean Rogacki Transportation: Ron Croce, Bob Motz Buildings & Grounds: Tim Rogacki Head Custodian: Dave Sienkiewicz</p> |

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| | | Cleaner: Camille Maciag Custodian: Robert Stuart Cafeteria: Peggy Newlove Business Office: Nancy Gerretsen |
| 07/20/2020 | Operations and Guidelines Team Planning Meeting | Teachers: Chris Rosch, Beth Latko, Joe Cena, Patrick Uhteg, Kelly Jeffords School Counselors: Leo Cintron, Joanne Ryder Parents: Cheryl Witt, Sharon Karnyski, Debbie Florian Administration: Lynn Girdlestone, Natasha Fatta, Bob Skoczylas |
| 07/21/2020 | Teaching and Learning Team Planning Meeting | Admin/Supervisors: Susan Frey, Joseph D’Amato, Jay Lupini, Michelle Kudla, Rebecca Fatta, Jill Snuszka, Lynne Girdlestone, Barbara Albi, Brian Richards Teachers: Jen Cordon (DHS), Traci Kanick (DHS), Rob Pilon (MS), Janelle Baker (CHE) Parents: Debbie Florian (DHS), Nicole Eckert DeSantiago (MS), Cheryl Witt (CHE) |
| 07/22/2020 | Administrative Team Planning Meeting | Superintendent: Jeffrey Rabey Ph.D. Assistant Superintendent: Susan Frey Business Administrator: Susan Arena Director of Curriculum and Instruction: Joseph D’Amato Director of Special Education: Jill Snuszka Transportation Supervisor: Douglas Baumgarten School Lunch Manger: Barbara Albi Director of Facilities: David Hess Director of Technology: Brian Richards Executive Secondary Principal: Jay Lupini Middle School House Principal: Lynn Girdlestone Cayuga Heights Elementary Principal: Michelle Kudla High School Assistant Principal/Athletic Director: Robert Skoczylas Middle/High School Assistant Principal: Natasha Fatta Cayuga Heights Elementary School Assistant Principal: Rebecca Fatta |
| 07/23/2020 – 07/28/2020 | Thoughtexchange Survey | <i>“What thoughts and questions do you have about our DRAFT Reopening Plan?”</i> |
| 07/30/2020 | Administrative Team Planning Meeting | Superintendent: Jeffrey Rabey Ph.D. Assistant Superintendent: Susan Frey Business Administrator: Susan Arena |

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| | Director of Curriculum and Instruction: Joseph D'Amato Director of Special Education: Jill Snuszka Transportation Supervisor: Douglas Baumgarden School Lunch Manger: Barbara Albi Director of Facilities: David Hess Director of Technology: Brian Richards Executive Secondary Principal: Jay Lupini Middle School House Principal: Lynn Girdlestone Cayuga Heights Elementary Principal: Michelle Kudla High School Assistant Principal/Athletic Director: Robert Skoczylas Middle/High School Assistant Principal: Natasha Fatta Cayuga Heights Elementary School Assistant Principal: Rebecca Fatta |
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Health & Safety

As plans for reopening were being developed, the health and safety of our students, staff and community were a priority. After reviewing the New York State Department of Health Interim Guidance for In-Person Instruction At Pre-K To Grade 12 Schools During The Covid-19 Public Health Emergency as well as guidance from the Centers for Disease Control (CDC) and with notification of our school medical provider, the following plans have been made. This plan documents efforts to understand and meet the two requirements outlined in that document: 1). the monitoring of health conditions, and 2). containment of potential transmission of the 2019 novel coronavirus (COVID-19) during reopening and operating during the COVID-19 public health emergency.

Safety Drills

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

- Drills will test the capacity of all involved in emergency response, highlighting building-level cooperation between schools, police and first responders.

- Drills will be treated as real emergencies, with full and serious participation from all participants, including administrators, teachers, students and first responders.
- Drills will be practiced in accordance with NYSED regulations, in a realistic manner, such as during lunch, recess or when the school principal is away from the building. Drills shouldn't be scheduled based on when it is most convenient or least disruptive.
- Debriefings will be held after every drill to further enhance response skills. Debriefings can be held with teachers and students in classrooms or in all-staff and faculty meetings.
- Drills will be thoroughly evaluated and input should be collected from various drill participants. Mistakes or inconsistencies during drills are learning opportunities and can help improve future response. Many safety experts say the most important part of any drill is the discussion and updated action plan that follows.
- Drills will have associated communication plans that include long-term follow-up to support sustainability and progression. Plans will cover all drill types, identify specific objectives and goals for each drill, include logistics and available resources and ensure compliance with state and/or district regulations.

Any District plans that may be impacted by this Reopening Plan will be reviewed and modified if needed.

Health Protocols

The District will maintain protocols and procedures for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Specifically, appropriate PPE means, at least, an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), surgical masks that cover both the mouth and nose and approved face shields. The District will provide information to staff and students on proper use, removal, and washing of cloth face coverings.

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

The District must allow students, faculty, and staff to use their own acceptable face coverings, but cannot require faculty and staff to supply their own face coverings. Further, this guidance shall not prevent employees from wearing their personally owned protective coverings (e.g., surgical masks, N-95 respirators, face shields), as long as they adhere to the minimum standards of protection for the specific activity. The District may otherwise require employees to wear more protective PPE due to the nature of their work. If applicable, employers should comply with all applicable OSHA standards.

The district will provide students and staff with acceptable face coverings at no cost, and will maintain an adequate supply of face coverings in case of replacement. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. Personal cloth face coverings should be washed frequently. Disposable surgical masks should be discarded in the trash. Face coverings are strongly recommended at all times, except for meals and instruction with appropriate social distancing. The District will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.

Core Health and Safety Principles and Definitions

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

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

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

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

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

Mask breaks should occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open.

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

All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance; and for this reason, individuals – including students – must wear face coverings in common areas, such as entrances/exits, lobbies, and when traveling around the school.

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

The district may use alternate PPE (i.e., face shields or coverings that are transparent at or around the mouth) for therapies or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for certain students (e.g. hearing impaired) that benefit from being able to see more of the employee's face.

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

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

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

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

Health Monitoring

Active surveillance for severe acute respiratory syndrome coronavirus will be essential to informing school policy and public understanding over time. It will not be possible to reduce the risk of COVID-19 transmission in schools to zero.

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

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

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

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

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

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

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

If employees believe they are experiencing symptoms, stay home. Call in to use a sick day, following your normal call-in procedures and notify your supervisor. Signs will be posted throughout the facilities and school buildings reminding employees of the COVID-19 symptoms and to frequently self-monitor.

Daily Employee Health Screening Procedures:

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

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

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

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

Fourth - you did not travel to a state or country with a positive test rate higher than 10 per 100,000 residents, or higher than a 10% test positivity rate, over a seven day rolling average.

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

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

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

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

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

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

Positive Screen Protocols

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

- Students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) must be immediately separated from other students and supervised until their parent/legal guardian or emergency contact can retrieve them from school.
- Responsible Parties should provide such individuals with information on health care and testing resources, if applicable.
- Responsible Parties must immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19. Responsible Parties must require individuals to immediately disclose if and when their responses to any of the aforementioned questions changes, such as if they begin to experience symptoms, including during or outside of school hours.

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

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

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

Health officials, staff, and families will be notified of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

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

Sick staff members or children will be advised not to return until they have met CDC and/or DOH criteria to discontinue home isolation, along with a note from their physician, releasing them to return to work/school.

Those who have had close contact with a person diagnosed with COVID-19 will be informed to stay home and self-monitor for symptoms, and to follow CDC or DOH guidance if symptoms

develop. If a person does not have symptoms, they will follow appropriate CDC or DOH guidance for home isolation.

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

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

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

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

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

Cleaning & Disinfection Following Suspected or Confirmed COVID-19 Case

The District must provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces. If someone is suspected or confirmed to have COVID-19:

- Close off areas used by the person who is suspected or confirmed to have COVID-19.
 - The District does not necessarily need to close operations, if they can close off the affected areas (e.g., classroom, restroom, hallway), but they should consult with local health departments in development of their protocols.

- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Plan for returning to school

If a staff member or student is diagnosed with COVID19, **with or without** positive test and/or symptoms, the District will refer to CDC protocol for return to school or work. This may need to be considered for family and/or household members who are positive of COVID19, as carriers can be asymptomatic.

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

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

If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time **AND** is experiencing COVID-19 related symptoms, the employee may return to work after completing at least 14 days of isolation from the onset of symptoms.

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

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

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

- Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer’s occupational health program.
- Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after the last exposure.
- Social distance: The employee must comply with social distancing practices, including maintaining, at least, six feet of distance from others in the workplace when possible.
- Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
- Maintain quarantine: The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after the last exposure.

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

If an employee is symptomatic upon arrival at work or becomes sick with COVID-19 symptoms while at work, the employee must be separated and sent home immediately and may return to work after completing at least 14 days of isolation from the onset of symptoms **OR** upon receipt of a negative COVID-19 test result and a physician's note.

Absentee Protocols

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

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

The Business Administrator, Susan Arena, is the designated staff person responsible for COVID 19 concerns. She can be contacted with questions.

Testing Protocols

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

Notification

The District must notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff, and visitors. The District will then follow the direction of the Erie County Health Department on how to contact others, who may have been exposed to the positive individual.

Tracing Support

In the case of an individual testing positive, the District will support the Department of Health in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program. Confidentiality must be maintained as required by federal and state law and regulations. Responsible Parties must cooperate with state and local health department contact tracing, isolation, and quarantine efforts. The District will partner with the Department of Health to train older students, faculty, and staff to undertake contact tracing efforts for populations in school facilities and on school grounds, where feasible.

Care Coordination

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

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

The school nurse will identify students with pre-existing medical or mental health conditions to determine if treatment has been interrupted, medication or supplies have run out, or important appointments or procedures have been missed.

School nurses must develop protocols for asthma-related acute respiratory treatment care using up to date standard of care:

- Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures requiring a N-95 mask fitted to the healthcare worker;
- Consult with students' health care providers for alternate asthma medication delivery systems; and
- Consult with the school maintenance and facilities department for environmental controls.

The school nurse will coordinate with the Director of Special Education and the student's special education teacher to address current health care considerations by:

- Revising IHP's
- Determining the special healthcare needs of medically fragile students
- Communicate with parents and health care providers to determine return to school status and modify IEP's as indicated.

Social Distancing

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

Risk mitigation strategies will be practiced, given what is known about transmission dynamics. Adults should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. We encourage everyone to aim for six feet of distance between individuals where feasible.

Seating/desks will be spaced at least six feet apart or if the size of the classroom is not indicative, seating will be spaced to the greatest extent possible and masks will be worn by students and

staff. Desks will be turned to face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart.

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

Dividers will be available in designated classrooms to further mitigate risk. When seated behind the dividers, students can remove masks.

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

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

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

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

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

- **Cohorts:** Cayuga Heights Elementary will divide students that remain with each other throughout the day, with smaller cohort sizes preferred. We will look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.

- **Capacity:** There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above.

Gatherings, events, and extracurricular activities are limited to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas. In order to reduce student density in a cafeteria, meals may be served in classrooms through a Grab and Go style distribution. Arrival and drop-off times may be staggered or other protocols may be put into place that limit direct contact with parents, as much as possible.

Each child's personal belongings will be kept separated from others'. If possible, the sharing of electronic devices, toys, books, and other games or learning aids will be avoided.

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

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

Signage

Signs will be posted throughout the school buildings in order to regularly share messages with the school community, consistent with DOH COVID-19 public health protections against COVID19. Signage will be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19, and how they should do so.

- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Closure Contingency Plans

- **Closure** includes contingency plans, protocols, and procedures for decreasing the scale or scope of in- person education, and/or closing the school.
- **Closure triggers:** The District will identify conditions that may warrant reducing in person education or closing the school, in consultation with state and local health departments, and plan for an orderly closure.
- **Operational Activity:** The District will determine, in consultation with the Erie County Department of Health, which operations will be decreased, or ceased and which operations will be conducted remotely. The closure process may include phasing milestones. The Superintendent will make the decision to close and key personnel will follow the emergency closure plan.
- **Communication:** The District will utilize its communication plan to notify individuals internally and externally throughout the closure process.

Facilities

Before Opening

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

district will also train all faculty and staff (“employees”) on the precautions either remotely or in person. A workplace risk assessment will also be conducted in each of the buildings.

Cleaning & Disinfecting

The District will conduct regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables, which should be cleaned and disinfected between each individual’s uses, if shared. If cohorts are used, cleaning and disinfection may take place between each cohort’s use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed.

A deep cleaning of all buildings will take place prior to students and staff being reintroduced.

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

Office spaces will be cleaned on a modified second shift daily. High touch areas in office spaces will be disinfected daily. Any utilized classroom objects and community supplies will be disinfected daily.

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

Custodial and cleaning staff will also clean and disinfect routinely throughout the day. Custodial staff will maintain a daily cleaning log.

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

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

If an employee becomes ill with COVID-19, the building will be disinfected and closed for a determined amount of time, both in accordance with CDC and NYSDOH recommendations. Buildings and Grounds staff will receive training on proper cleaning and disinfecting procedures as well as the proper use of each product. Training will be ongoing and reinforced.

Ventilation

The buildings and grounds staff and in consultation with HVAC experts, will evaluate and ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors, unless they pose a safety or health risk to students using the facility. Occupants of classrooms should **not** cover univents, as it will prevent the fresh air from entering rooms.

Hygiene

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

The District will 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. The District will maintain logs that include the date, time, and scope of cleaning and disinfection. The

District will identify cleaning and disinfection frequency for each facility type and assign responsibility.

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

Visitors, Construction Contractors, and Non-Essential Employees

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

Visitors who buzz for entry to the building should be communicated through the buzzer system only. Security / Receptionist will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail.

Only visitors with scheduled meetings with an employee in the building should be allowed in.

Visitors will be required to respond to monitoring questions, sanitize their hands upon entry to the building and wear a face covering; disposable masks will be available for those who need one.

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

K-12 Child Nutrition Operation

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

will wear face coverings at all times. Equipment, including high touch objects will be disinfected daily or more often given the rate of usage.

Meal Service During Social Distancing

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

Student Access to Meals

The District will be offering lunch and breakfast to all enrolled students during the school year, whether students are at school or learning remotely. The school breakfast and lunch program offers meals that meet Federal guidelines. Food allergies should be communicated with the school nurse so that appropriate accommodations can be made regardless of meal delivery location.

Lunch and breakfast will be available to students that will be learning remotely. Meals will be available to all free, reduced and full priced students. The cost for meals is:

| | <u>2020-2021 Pricing</u> | <u>Reduced Pricing</u> |
|--------------------------|--------------------------|------------------------|
| <u>Breakfast:</u> | | |
| Cayuga Elementary (K-5): | \$1.25 | \$0.00 |
| Middle School (6-8): | \$1.25 | \$0.00 |
| High School (9-12): | \$1.25 | \$0.00 |
| <u>Lunch:</u> | | |
| Cayuga Elementary (K-5): | \$2.20 | \$0.00 |
| Middle School (6-8): | \$2.45 | \$0.00 |
| High School (9-12): | \$2.45 | \$0.00 |

Meal Services in the Cafeteria

- All students must social distance (six feet of separation) while consuming meals unless physical barriers are provided.
- Hand washing and or hand sanitizer locations will be provided and maintained, prior to or preferably just inside the entrance to the school cafeteria.
- Cafeteria entrance and exit doors should remain open to reduce students and staff repeatedly touching the same doorknobs and/or handles.
- All staff responsible for monitoring students during meal service must be trained on proper hand washing and use hand sanitizers for students and practice these procedures themselves.
- Utilize assigned physically distanced seating in the cafeteria to ensure that all students are clear on where to safely sit when in the cafeteria.
- Any student with concerning health conditions should be seated in a designated area to reduce their exposure to others while eating.
- There will be one way in and one way out procedures.
- Any areas where lines are necessary, there will be signage and floor markings to encourage social distancing.

- There will be **NO SELF-SERVICE** on serving lines.
- Social distancing at vending machines will be maintained with floor markings.
- Tables, chairs and barriers will be marked and placed for social distancing with signage provided for seating.
- Students must wear masks until they reach their seat for the purpose of eating their meal. If they need to get up for any reason, the mask must be placed back onto their face covering nose and mouth.
- Meal consumption will include proper hand sanitizing for students and monitors, attention to food allergies must be followed. Staff must be trained regarding allergens and cross contact with potential allergens. Proper hand washing must be followed when encountering a food allergen.
- A **NO FOOD SHARING** policy will be implemented.
- Disposable paper, plastic or foam containers and individual utensils sets with napkins will be used to minimize contact.
- Garbage will be placed in the hallway when eating in a multipurpose room to be picked up.

Transportation

The school bus is an extension of the classroom and services will be provided to all students with consistency and equity. The Depew Union Free School District will: perform regular school bus disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students and drivers will wear masks and social distance on the bus.

Cleaning and Hygiene

- Bus drivers will be monitored on a daily basis, including responding to self-monitoring protocol.
- Buses will be cleaned and disinfected on a daily basis.
- Drivers will wipe down high touch surfaces between bus runs.

Bus Stops, Boarding, and Seating

- In order to reduce the density of students on buses, the District will encourage parents to transport their children to and from school. The District will survey parents via a letter during the last week of July 2020.
- Students and parents will be instructed to maintain 6-foot distancing at bus stops and while loading and unloading.
- The District will seat students from the rear of the bus forward to limit students from walking past each other. To limit students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)
- Students must wear a mask on the school bus, if they are physically able.
- Students will be provided with training and refreshers on the proper use of personal protective equipment, signs and symptoms of Covid-19, and proper use of social distancing.
- The District will provide masks to students that do not have them.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- To reduce the density of students on buses, no more than one student will be assigned to each seat. Students in the same household may sit together two/three to a seat.
- Social distance will be created between children on school buses where possible. If necessary, contingency plans will be developed that reduces density on buses by staggering runs and making multiple trips with fewer students per trip.

Employees

- Transportation staff, drivers, attendants, and mechanics shall perform self-health assessment for symptoms of COVID-19 before arriving to work.
- All transportation employees must wear a face covering along with an optional face shield.

- Drivers and attendants with direct physical contact with a student, must wear gloves.
- Masks and gloves will be provided by the District.
- Training will be provided with periodic refreshers on proper use of personal protective equipment, the signs and symptoms of COVID-19, and social distancing.
- Drivers and attendants will not be allowed to carry personal bottles of hand sanitizer on the bus.
- Hand sanitizer will be provided to all staff at the entrance doors, time clock, breakroom and office.

Special Note

Transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting and conducting in-person session education when/if the District is not.

Social Emotional Well Being

Even before COVID-19 dramatically changed the context of teaching and learning across the country, there was a growing consensus in education that schools can and should attend to students' social-emotional development. The social-emotional learning skills or the five core social-emotional competencies, as identified by the Collaborative for Academic, Social and

Emotional Learning (CASEL) are the foundations for young people's well-being: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

Learning does not happen without social connection. We recognize that in light of the social disconnections that have occurred in the wake of COVID-19, distance learning cannot occur without first addressing the social-emotional needs of our students, teachers and families.

Furthermore, we recognize that to attend to these social emotional learning needs, we must provide the necessary support and resources to all district stakeholders to build a community of collective understanding of how we can attend to students as well as each other. Leaders will use data as an opportunity to deepen relationships and continuously improve support for students,

families, and staff. In an attempt to better understand the issues students face, the District will utilize a social, emotional and learning (SEL) survey instrument in August of 2020, in order to glean data from students, teachers, staff, administration, and parents.

Actions to consider prior to school opening:

The District will provide professional development to support educators' integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).

Understanding and utilization of trauma-informed practices.

The District's protocol for identifying and supporting students who may be experiencing social, emotional, behavioral, and mental health challenges:

- The District will establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family and is able to connect with for any needed supports. In addition to in-school structures (i.e., mentors, advisory classes), schools may want to consider community partners who may be able to connect with students and families and supplement the services already being provided by the school.
- The District will be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Actions to consider once the school year begins:

The District will create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Instructional strategies will be considered that best work for our school's context (i.e. community meetings, small group mentoring, brain breaks).

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

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

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

The District will be prepared to support an influx of students who may need counseling support.

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

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

Welcoming Students Back/Re-Orientation with School

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

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

Pupil Personnel Services Staff

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

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

- *What has your experience been like since school has been closed? What is on your mind as you think about next school year? What are your biggest hopes or worries?*

- *What has our school done well during the past months, and what could we have done better?*
- *How might you like to contribute as we prepare to transition to a new school year?*
- *What will help you learn this upcoming year?*
- *What can we do to make school feel even more like a community that cares for you?*

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

Comprehensive Developmental School Counseling Program and Plan

The district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), will be reviewed, and updated to meet current needs.

School Schedules

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

Prioritizing Standards and Curriculum

The District evaluated the essential standards and skills addressed during the closure of the 2019-2020 school year, as well as those needing reinforcement in the 2020-21 school year. The District focused on prioritizing standards, which creates clarity around what is to be taught and what students should learn next school year. Furthermore, prioritizing the standards fosters efficient planning and more efficient sharing of resources. These analyses identified what is most

important for students to know and be able to do, and prioritized our curriculum and teaching around essential standards.

Academic Gaps and Interventions

The District has established instructional practices and procedures for implementing Districtwide initiatives that address a Response to Intervention (RtI) process applicable to all students. The Depew Union Free School District will provide appropriate prevention, intervention and/or remediation while ensuring high quality instruction and access to grade level standards for all. Response to intervention is structured as a three tiered program. Tier 1 provides Prevention through standard based, high quality, differentiated instruction. Tier 2 provides Intervention through targeted grouping with essential standard focused instruction. Tier 3 provides Remediation through smaller groups. (1-3 students).

Instructional Models

Soft Reopening for the 2020-2021 School Year:

To begin the 2020-2021 Academic Year the District will facilitate a Soft Reopening for all students beginning on Wednesday, September 9, 2020 through Friday, September 18, 2020.

- Students with the last name beginning with A-L will attend school on Wednesday, September 9, 2020; Friday, September 11, 2020; Tuesday, September 15, 2020 and Thursday, September 17, 2020.
- Students with the last name beginning with M-Z will attend school on Thursday, September 10, 2020; Monday, September 14, 2020; Wednesday, September 16, 2020 and Friday, September 18, 2020.
- Remote Learning will take place when students are not scheduled to be face to face in school.

Then dependent upon the direction from the New York State Department of Health, the New York State Education Department and the Governor's office by August 7, 2020; one of the three following plans will be deployed:

In-Person Model

On Monday, September 21, 2020: 100% of staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn at all times. Using this model, students will be actively involved in the school learning environment. In addition, instructional programs, for the most part, will maintain their current integrity.

Hybrid Model

Students will be in school with an altered schedule to reduce student population within the buildings. Students would attend school in-person for a portion of a day or a portion of a week and the rest of the time they would engage in remote instruction. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment in a smaller group setting.

Hybrid Model Scenarios:

- ***Hybrid Model Scenario #1:***
 - Reduced capacity with partial reopening and all students UPK-12 attending on an alternate week day with students with the last names beginning with A thru L attending school on Mondays and Thursdays and students with last names beginning with M thru Z participating in Remote Learning; then students with the last names beginning with M thru Z attending school on Tuesdays and Fridays and students with last names beginning with A thru L participating in Remote Learning. Wednesdays will be remote learning days for all and also reserved for Office Hours; Academic Intervention Services; Related Services; Professional Development and other activities as needed. Diverse Learners maybe assigned to

attend school on all days depending on their individual needs. This will result in a possible 71 face to face instructional days for students with last names beginning with an A thru L and 110 remote learning days and a possible 73 face to face instructional days for students with last names beginning with an M thru Z and 108 remote learning days. Teachers will report to school on each day.

- ***Hybrid Model Scenario #2:***

- Further reduced capacity with partial reopening and grades UPK-2 assigned to the Cayuga Heights Elementary School; 3-5 assigned to the High School and 6-8 assigned to the Middle School. Grades 9-12 will be in Remote Learning.

- ***Hybrid Model Scenario #3:***

- Further reduced capacity with partial reopening and grades UPK-2 assigned to the Cayuga Heights Elementary School; 3-5 assigned to the High School and 6-8 assigned to the Middle School. Students with the last names beginning with A thru L attending school on Mondays and Thursdays and students with last names beginning with M thru Z participating in Remote Learning; then students with the last names beginning with M thru Z attending school on Tuesdays and Fridays and students with last names beginning with A thru L participating in Remote Learning. Wednesdays will be remote learning days for all and also reserved for Office Hours; Academic Intervention Services; Related Services; Professional Development and other activities as needed. Diverse Learners maybe assigned to attend school on all days depending on their individual needs. This will result in a possible 71 face to face instructional days for students with last names beginning with an A thru L and 110 remote learning days and a possible 73 face to face instructional days for students with last names beginning with an M thru Z and 108 remote learning days. Grades 9-12 will be in Remote Learning. Teachers will report to school on each day.

High-needs students will be prioritized for full-time in-person learning when feasible. That is, even if most students are not in school each day, the District will consider setting up small

programs that would run daily for one or more cohorts of high-needs students, including students with disabilities and English learners who are most in need of in-person services. District administrators will notify parents of these students.

Remote Model

Neither students nor instructional staff will attend school in the physical building. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will have similar expectations as if students were physically attending school.

Attendance and Chronic Absenteeism

In many schools and districts across New York State, large numbers of students did not log on or otherwise participate in online learning opportunities. The New York State Education Department and the Depew Union Free School District have made it a priority and agree that it is critical for schools to use a variety of methods to reach out to students and their families. Regular school attendance and a consistent school routine maximizes learning opportunities for students.

Attendance During Face to Face and Remote Instruction

- When students are receiving Face to Face instruction, teachers will use our student management system to record class attendance according to the schedule.
- When students are present in remote learning, teachers will take attendance using a variety of digital platforms to record interactions.

Methods of Outreach

School staff will reach out to families to continue to work collaboratively to support all learners.

Methods of outreach may include:

- Telephone calls
- Emails

- Learning Platforms and Apps (Ex: Remind)
- Other as established by the parent and the school team

Technology and Connectivity

The Depew Union Free School District believes that adequate access to a computing device and high-speed broadband is essential for educational equity.

Computing Devices

As a part of our 1 to the World Initiative, students are assigned personal computing devices as follows:

- Depew High School (grades 9 –12) – all students assigned Chromebooks
- Middle School (grades 6- 8) – all students assigned Chromebooks
- Cayuga Heights Elementary School (K-5) – All Kindergarten through grade 2 students are assigned an i-Pad and all grade 3 through 5 are assigned a Chromebook.

Home Internet Connectivity

During the spring of 2020, the Technology Department was able to determine the level of access all students and teachers had in their places of residence via surveys; and to the extent practicable, addressed the need to provide devices and internet access to students and teachers who currently did not have sufficient access; and provided multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote learning. The District will begin to update the data on internet access and respond and support accordingly by ensuring equal access for all.

Tech Support

The Depew Union Free School District provides instruction on using technology for students, teachers and families and provides professional development for teachers and leaders on

designing effective online/remote learning experiences. Members of the Technology Department are available for phone support for faculty/staff/students.

Teaching and Learning

The Depew Union Free School District students are entitled to a free public education as are all students in the State of New York. As we face the unprecedented challenges presented by the COVID-19 pandemic, our students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Efforts are being made to set a positive routine and welcoming environment that supports students during this unpredictable time.

During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. Flexibility is essential when planning for the fall, and schools should be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

All schools must provide 180 days of instruction each school year to their students. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model. Each building has a plan to maintain continuity of learning in each model (Face to Face, Hybrid, Remote) with a focus on prioritized New York State Learning Standards and following the instructional sequence of Input, Engagement and Building Understanding, Output, and Feedback on/Assessment of Learning. This sequence allows for fluid shifts between the instructional models. In each instructional model there is a schedule and routine, which allows for regular, substantive interaction between teachers and students either face to face or via technology (Ex: Zoom, Schoology, telephone) including time for additional support.

Structures and Expectations for UPK-12 Hybrid/Remote Learning

A predefined set of structures has been established for hybrid/remote learning. When planning for and delivering instruction, all faculty and staff will follow the expectations outlined below:
DUFSD Reopening Plan 2020-2021

Systems Management

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

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

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

Communication Protocols for Students and Families

- The District will provide clear communication to students and families to share course expectations and online learning participation expectations, including set office hours and opportunities to collaborate with educators and other students.
 - District Welcome Letter sent to all students and families including directions for parent access to the Schoology Management System
 - Teachers will follow-up with a Schoology post to welcome all students and families outlining class/course schedule and online participation expectations, including teacher contact information
 - Teachers will commit to a response time for emails, discussion board posts, and submitted work (Suggested Best Practice: Emails- 24 hours, Discussion Board- 48 hours, and Submitted Work- 72 hours)

- In addition to daily class meetings, teachers will host regular office hours for individual student questions (Suggested Best Practice: two sessions each week, opposite days of class meetings)
- Establish remote classroom materials access for students and families
- Provide guidance and ensure all students are able to login to all systems that are a part of the class/course
- Setup, test, and troubleshoot hardware in the audio/video enabled meeting space
- Communicate tech-help protocol for logistical and technical help

Setting Learning Objectives

- Establish weekly checklists with clear instructions that can be followed on- or off-site.
- Create standards-aligned lessons that work toward mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion.
- Ensure targets are being met to provide quality off-site instruction to include regular check-ins with students on a daily/weekly/set intervals.
- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning.

Engagement Strategies and Online Tools

Definition of Terms

Asynchronous Learning - Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous Learning - Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an In Person learning experience.

- Using video conferencing (Google Meet / Zoom) software for daily live (synchronous) lesson instruction.
- Online Tool: Chat; One way to keep students engaged in the learning process during the lesson is to pose questions that they must respond to. Students who may not raise their hand in a face-face classroom may feel more comfortable sharing a response in chat. Students can also ask questions and provide insights during the lesson.
 - Wait time is important when asking questions in the classroom. This gives students time to prepare a response. Wait time is especially important in the virtual classroom. Students may have delays in video and audio feed due to equipment, network, or bandwidth limitations.
 - Students may type or click at different speeds.
- Online Tool: Interactive Whiteboard During class meetings, instructors can use the whiteboard to keep learners engaged in the material. Design activities that learners must

respond to using the whiteboard tools by typing or drawing. Remember that using the whiteboard will be new for most learners. Offer a practice activity to give them the time and opportunity to figure out how the tools work.

- Recording each video conference lesson (asynchronous) and store the saved file to an easily accessible location for sharing with students.

Building Procedures

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

All Building Access

Any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and DOH guidelines for COVID-19 symptoms) will be excluded. Please follow the DUFSD District Daily Home Health Screening Procedures (Appendix F.). Parents; by placing your child on the bus each day of attendance you are confirming that you have completed a Daily Home Health Screening and that your child/children have not responded to any questions with a “YES”. If you are unable to complete a full screening at home, please contact your school nurse so arrangements can be made.

In addition, every individual entering a school building will be required to have their temperature checked via a Temp Guardian® Auto Hand Scan Thermometer and/or a Temporal Thermometer.

Parents will be asked to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19, and that they did not travel to a state or country with a positive test rate higher than 10 per 100,000 residents, or higher than a 10% test positivity rate, over a seven day rolling average (passive screening). Parents will receive a weekly text message/email that contains building access questions for each of their

children who attend school. Unless parents contact the school nurse to report an issue with a child, receiving the email/text message is indicative of passive agreement on the school screening procedures.

Staff will be instructed to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19, and that they did not travel to a state or country with a positive test rate higher than 10 per 100,000 residents, or higher than a 10% test positivity rate, over a seven day rolling average.

School security guards will screen visitors in the secure entryways. The screenings will include basic health questions and a temperature check before allowing a visitor into the school.

Use of facility requests will be vetted to conform with proper social distancing protocol and may not be approved if the use of the facilities would interrupt the regular and deep cleaning schedules of the buildings. The District will evaluate whether and to what extent external community organizations can safely utilize the buildings. The District will ensure external community organizations that use the facilities also follow the school's health and safety plans and CDC and DOH guidance.

Building Traffic Patterns

The District will design measures to reduce bi-directional foot traffic using tape or signs with arrows in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g., outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

Considerations for All Schools: Student Flow, Entry, Exit, & Common Areas

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

- Establish separate entrances and exits to school facilities where possible.
- Create “one-way routes” in hallways.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances and throughout common areas.
- Put signage around school buildings to provide hygiene advice and reminders.
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Eliminate access to lockers in the middle school and high school.

Small Spaces

The District will limit gathering in small spaces (e.g., elevator, supply rooms, offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy should not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.

Faculty & Staff Meetings

Pursuant to the school reopening plan, the District may consider choosing to use video or teleconferencing for faculty and staff meetings and conferences in order to reduce the density of congregations, per CDC guidance. When videoconferencing or teleconferencing is not preferable or possible, the District may choose to hold meetings in open, well-ventilated spaces and ensure that individuals maintain appropriate social distance (e.g., leave space between chairs, have individuals sit in alternating chairs).

Ideas for Reducing Density

To maximize in-person instruction, Responsible Parties should consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- Finding alternative spaces in the community to allow for more in-person instruction;
- Adjusting class or work hours, where appropriate and possible;
- Limiting in-person presence to only those staff who are necessary to be at the school during normal school hours;
- Maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines;
- Staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- 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).

Cayuga Heights Elementary Schools Building Access

Ensure that students and families are informed of the new expectations related to all health policies and protocols. Communication plans will include video presentations, along with written materials. There will be frequent reminders throughout the school year.

- The District will familiarize all participants with areas being used to help prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing,
 - frequent hand washing and use of hand sanitizer,
 - use of face coverings that completely cover the nose and mouth,
 - respiratory and cough etiquette, and
 - enhanced cleaning/disinfection of surfaces.

- Procedures will be developed, when appropriate, to address when clubs, before- and after-school programs, athletic teams or other outside groups may be allowed to use school space.
- The YMCA Universal Pre-Kindergarten and Before and After School Care Programs are subject to the same procedures as the school day. Care must be taken for participants to wear face coverings and socially distance.

Arrival & Dismissal

- We will no longer host an early morning drop-off due to the number of students in a shared space. The building will not open until 8:45am.
- Parents are **not** to drop their student(s) off prior to 8:45am.
- Parent Drop-off in the morning will now be at the front entrance of the Cayuga Heights Elementary School, as there will be an increase in the volume of parents dropping off their children in the morning.
- Parent Pick-Up in the afternoon will begin prior to 3:05pm in the front of the building and in accordance with traffic safety and at staggered times. The YMCA Universal Pre-Kindergarten Program will have designated pickup points in the front of the school building.
- Vehicle flow and logistics will be considered to accommodate anticipated increase in parent transports.
- Due to traffic and safety hazards, ALL traffic will be limited to buses and deliveries on the Service Road. All other traffic will be directed to utilize the main road (Transit and Como Park Blvd.) to enter and exit the campus.
- School Buses will unload and load, one bus at a time in the back of the school building.
- Before/after school activities will be limited, in order to ensure time for daily sanitizing.
- Students must report directly to their classroom upon arrival.
- Teachers will direct and monitor the students' use of lockers at both arrival and dismissal.
- If parents are signing out at a time other than arrival or dismissal, the procedure will take place in the Health Office or the Main Office, based on purpose.
- Drop-off of items to students will be limited to emergency reasons.

Classroom Configuration

- Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit spaced apart with protective dividers at tables.
- All classrooms will be equipped with protective dividers
- Where necessary, other spaces will be accessed that may be repurposed for storage of instructional materials, to maximize student classroom space.
- Signage will be incorporated to illustrate social/physical distancing.
- The use outdoor instruction will occur, where health and safety conditions and physical space allow.
- Classroom cohorts will have access to washing stations, and a plan for hand sanitizer dispensers and access to sanitizing materials for wiping down any spaces after usage each day or, if needed, between groups.
- Each elective teacher will deliver their instruction in the designated cohort's classrooms and follow social distancing guidelines to determine classroom setup and protocols (e.g. Art, P.E., Music, Library)
- Areas will be designated during the day for students to be socially distance and take a "mask break"

Bathroom Facilities Protocols (In-classroom and Shared)

- The school floorplan will be used to determine the best way to use, assign, and access bathrooms.
- Ways to maximize social distancing in multi-stall shared bathrooms, hand-washing and daily bathroom protocols will be reviewed with students and implemented by teachers.
- Times throughout the day will be designated for the sanitizing of multi-stall bathrooms. Increase cleaning and disinfection of bathrooms consistent with CDC and DOH disinfecting and cleaning guidelines.

Hall Traffic

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

Cafeteria

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

Outside Space & Playground

- The District will follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess times.
- The District will minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.
- Staggered recess times will be in effect for each class/cohort.

Depew Middle School

Arrival & Dismissal

- Parents are not to drop their student(s) off prior to 7:25am and must be in the front of the building.
- One bus will unload at a time in the designated area behind the building and at the Breezeway Door.
- Before/after school activities will be limited to ensure time for daily sanitizing.
- Students must report directly to their first period class upon arrival.
- Students who need breakfast can get their food and go directly to first period.
- In order to promote social distancing and health and safety practices, students will NOT have access to their lockers. Students should carry a minimal amount of materials, but will be allowed to carry a backpack.
- Students are required to wear masks at all times while in the building.
- Students will be dismissed at 2:20pm. Parent pickup will be in the front of the building and buses will be loaded in the back of the building. All students need to practice social distancing, as they are entering their buses.
- Due to traffic and safety hazards, ALL traffic will be limited to buses and deliveries on the Service Road. All other traffic will be directed to utilize the main road (Transit and Como Park Blvd.) to enter and exit the campus.

Class Configuration

- Rubber gloves will be mandatory for use of all school technology. Work gloves will be mandatory for wood and metal technical courses
- Choral and instrumental lessons will be conducted by sections and must be socially distanced when performing by 12 feet.

- Physical Education classes will need to be conducted outside, weather permitting, and students must practice social distancing, when active, by 12 feet. Classes will be held in a classroom space when going outside is not feasible.
- Each classroom will be equipped with a Clorox wipe station.
- Appropriate distancing of desks will be indicated by marking the floor of classrooms.

Hall Traffic

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

Shared Spaces

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

Student Pick-Up and Early Release

- Parents will sign students out through access to the security vestibule.
- Parents will wait in their car in the front loop for their child to exit the building

Clubs & Activities

Extracurricular and Co-Curricular clubs and activities will be held in a virtual format only at this time. Faculty and staff are responsible for creating a digital sign-up for these activities and must only allow those students who pre-registered to participate.

Depew High School

Arrival & Dismissal

- Parents are not to drop their student(s) off prior to 7:25am and must be in the front of the building.
- Students who drive to school are not to exit their cars prior to 7:25am.
- One bus will unload at a time in the designated area behind the building and at the Breezeway Door.
- Before/after school activities will be limited to ensure time for daily sanitizing.
- Students must report directly to their first period class upon arrival.
- Students who need breakfast can get their food and go directly to first period.
- In order to promote social distancing and health and safety practices, students will NOT have access to their lockers,. Students should carry a minimal amount of materials, but will be allowed to carry a backpack.
- Students are required to wear masks at all times while in the building.
- Limit and reduce before/after school activities to ensure time for daily sanitizing
- Dismissal - Seniors with early release need to leave the building immediately after their last class. All other students will be released at 2:20pm. Parent pickup will be in the front of the building and buses will be loaded in the back of the building. All students need to practice social distancing, as they are entering their buses.
- Due to traffic and safety hazards, ALL traffic will be limited to buses and deliveries on the Service Road. All other traffic will be directed to utilize the main road (Transit and Como Park Blvd.) to enter and exit the campus.

Class Configuration

- Rubber gloves will be mandatory for use of all school technology. Work gloves will be mandatory for wood and metal technical courses
- Choral and instrumental lessons will be conducted by sections and must be socially distanced when performing by 12 feet.
- Physical Education classes will need to be conducted outside, weather permitting, and students must practice social distancing, when active, by 12 feet. Classes will be held in a classroom space when going outside is not feasible.
- Each classroom will be equipped with a Clorox wipe station.
- Appropriate distancing of desks will be indicated by marking the floor of classrooms.

Hall Traffic

- Masks must be worn at all times by students and staff.
- Hallway etiquette will be the same as rules of the road (stay to the right).
- Single line flow of students- students must avoid walking side by side. Teachers will line kids up in the classroom to leave and monitor the hallways between passing periods.
- There will be no congregating in hallways.
- In order to promote social distancing and health and safety practices, students will NOT have access to their lockers. Students should carry a minimal amount of materials, but will be allowed to carry a backpack.

Shared Spaces

- Auditorium: only for class use
- Library 25% Capacity - 1 student per table
- Multiple sanitizing stations will be made available.
- Students will be directed to step out of bathrooms if they find more than two classmates in the lavatory upon arrival. They should wait in the hall until one of the students leaves.
- Touchless water fountains will be available.

Student Pick-Up and Early Release

- Parents will sign students out through access to the security vestibule.
- Parents will wait in their car in the front loop for their child to exit the building.

Clubs & Activities

Extracurricular and Co-Curricular clubs and activities will be held in a virtual format only at this time. Faculty and staff are responsible for creating a digital sign-up for these activities and must only allow those students who pre-registered to participate.

Athletics

General Considerations

The current direction of the NYSPHSAA includes:

- Delay Fall sports start date until Monday, September 21, 2020. (*NYSPHSAA PAUSE*)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

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

Season I (Winter Sports)

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

Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer.

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

Season II (*Fall Sports*)

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

Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling.

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

Season III (*Spring Sports*)

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

Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Special Education

In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

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

When an individual student is unable to wear a mask and/or social distance due to a disability and/or medical condition, the staff/teacher will be expected to follow the PPE guidelines outlined in this plan while working with the student. The student will be provided instruction and

accommodations to increase tolerance to wear a mask and understanding of PPE guidelines (i.e. social stories, visual cues, verbal prompting, behavior reinforcement plan, etc).

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

Maintaining Inclusive Practices and Least Restrictive Environment

To maintain inclusive practices any student integrated into general education settings will be included in the age appropriate grade level class and pulled out for core academics with the same students receiving special education services in that general education class. The students will be required to follow the PPE requirements and practice social distancing when moving from classroom to classroom. IEP services will be provided in accordance with the IEP while following PPE and social distancing guidelines. Should any changes be necessary to follow the guidelines, the general education teacher, special education teacher, related service providers, and families will discuss the student's individual needs and agree to a prioritized set of services that provide access to the curriculum and enable progress towards IEP goals. In a hybrid or remote model families and staff will discuss and agree to a set of prioritized services to be delivered based on each setting.

Evaluations

We will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. We will conduct evaluations remotely and/or in person while adhering to public health guidelines for the safety of students and staff.

Accommodations and Modifications

Accommodations and modifications can be provided regardless of the educational setting.

General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications. The IEP

Team (general education teacher(s), special education teacher(s), related service providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

Individualized Education Program (IEP) Meetings

We are committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

Progress Monitoring and Reporting

Special Education Teams will continue to use consistent data collection and service log procedure across all learning environments (in school, hybrid, or remote). Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making the necessary adjustments to instruction. Periodic reports on the progress the child is making towards meeting the annual goals will continue to be provided.

Students who are Medically Fragile and/or Immune Compromised

The IEP Team, including general education teacher(s), special education teacher(s), family, nurse, and related service provider(s) will develop an individualized plan to meet the student's needs while also following the PPE guidelines. Some ideas to consider while planning are inclusive settings, daily health screening and temperature checks, restroom uses as well as diapering and toileting, lifting and stretching activities, paths of travel, recreational activities and cleaning and disinfecting used materials.

1:1 Aides:

- Both student and aide will wear appropriate facial coverings. Aides will wear face shields when working with students who spit or drool.

- Aides will use verbal, tactile, and visual prompting to refocus and redirect students. Hand over hand support should be minimal.
- Will be provided hand sanitizer/wipes/gloves, and gowns for their personal use for toileting, lifting, implementing stretching programs, and other duties (ie. fanny pack or string book bag).
- Use of pointers/long arms with fingers at the end to provide a non-verbal prompt.
- When needed to provide hand over hand assistance follow universal precautions of hand washing and protective gear.

Development of protocols for small grouping: related services and individualized instruction

- Wear a mask so you can instruct closer than 6 feet away.
- Use of 4-foot dividers and sneeze guards among students at tables
- All dividers, sneeze guards, table tops, and chairs need to be wiped down before the next group, as well as any items to be used with multiple groups. Aides will be assigned to transport younger students to/from the classroom to allow for cleaning between sessions.
- Use of a dirty bin for manipulatives and other items used throughout the day to be cleaned at the end of the day.
- Use of a pointer during instruction to clarify important information and to decrease contact.
- Portable white boards to be able to share/highlight important information while decreasing physical contact with students and their materials.
- Individual lesson materials will be provided for each student in the group (ie. paper copies of books, math manipulatives, letter tiles--part of class supply lists)
- Lunch bunch groups may need to change time of service delivery and/or location to ensure social distancing.
- Small group instruction may need to push into classes and look at using a larger room to spread out students or sneeze guards/dividers during sessions.
- High School worked based learning and internships programs may need to be suspended for the beginning of the school year. Other options will be reviewed for work and assignments that can be completed in the school environment or virtually.

- Self-Contained Life Skills programming that includes food shopping may need to be suspended for the beginning of the school year. Development of online learning for Special Education instruction and related services teletherapy
- District will provide parents with information, participation, and expectations regarding online learning for related services and evaluations.
- Staff Development will be provided for teletherapy and telehealth evaluations. Staff Development will be provided for online/remote learning to meet the needs of Special Education students.
- The related service providers and Special Education teachers will use Schoology to provide assignments and resources for parents. The related service providers and teachers will be provided opportunities to be trained in Schoology.

Special Education Cohorts - Keeping students in one classroom (integrated program, self-contained students)

- Any student Integrated into general education settings will be included in the age appropriate grade level class and pulled out for core academics with the same students receiving special education services in that general education class.
- The students will be required to follow the PPE requirements and practice social distancing when moving from classroom to classroom.

Accommodations/modifications added to IEP for online learning

- Accommodation and modifications will be determined on an individual basis.
- Special Education Teacher needs access to plans/worksheets from general education teachers to modify instruction and determine accommodations.

English as a New Language

The Depew Union Free School District will continue to administer the Home Language Questionnaire (HLQ) and conduct the individual interview as the first steps of the ELL

identification process. The District will complete the ELL identification process within 30 school days of the start of the school year for all students who may have 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 will resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154. Provision of required instructional Units of Study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Parents may complete and submit the HLQ digitally. Qualified personnel will be available to determine if a language other than English is spoken at home. An individual interview with students and/or parents may be conducted remotely by qualified personnel. The interview will include a review of the student's abilities or work samples including:

- Reading and writing in English;
- Reading and writing in the student's home language;
- Mathematics

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

Depew Union Free School District will maintain all documents related to its students, including the HLQ, the individual interview, and any other records generated as part of this remote identification process. Once the school district re-opens, it will re-conduct the ELL Identification process in person, including a full parent orientation as mandated by Part 154.

Communicating with Multilingual Families

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

Continuity of ELL services

ENL teachers will continue to provide appropriate instruction and support to all students with English language acquisition needs. For students unable to attend school, Depew Union Free School District will strive to provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support. Teachers will utilize each student's level of language proficiency to design instruction with appropriate scaffolds that support continuity of learning and take individual students' levels of language proficiency into account as instruction is planned with the appropriate scaffolds. ENL teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and supports to all ELLs in their classes, as well as remotely. ENL and content area teachers will work collaboratively to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

Teacher and Principal Evaluation

Consistent with research and best practices, the New York State Education Department and the Depew Union Free School District believes that well-designed and implemented teacher and principal observation and feedback ("Annual Professional Performance Review"; "APPR") are an important tool to help support professional growth and development. Depew UFSD will face any challenges in evaluating and supporting professional staff by working collaboratively to determine quality solutions.

Requirements

- Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.
- Each educator's evaluation must include at least one required student performance measure (SLOs for teachers; SLOs or an input model for principals).

- Depew UFSD will review the current system for developing and implementing student performance measures and observing professionals as needed and will submit required changes to NYSED for approval.

Substitute and Incidental Teaching

Substitute Teaching

Substitute teachers are an important resource for schools and during the COVID-19 having a pool of substitute teachers is essential.

During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district or BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if:

- the district superintendent (for BOCES's and districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component district of a BOCES) certifies that the district or BOCES, as applicable, has:
 - conducted a good faith recruitment search for a properly certified candidate
 - and there are no available certified teachers that can perform the duties of such position.

Incidental Teaching

In response to the COVID-19 crisis, a superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment. BOCES review and approve the requests for incidental teaching.

Appendix A- Resources and Reference Documents

1. New York State Department of Health Guidance Memo July 13, 2020
https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf
2. Reopening New York Checklist for Pre-K to Grade 12 School Reopening Plans
https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/P12_Checklist.pdf
3. Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools
<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>
4. Blueprint for English Language Learners
<http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>
5. School Reopening FAQs
<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/school-reopening-faq.pdf>
6. Centers for Disease Control
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Appendix B- Glossary of Terms by Topic

Bilingual and World Languages

- Bilingual Education Program (BE): A research-based educational program comprised of the following instructional components: 1) Language Arts, which includes Home and English Language Arts; 2) English as a New Language; and 3) Bilingual content areas.
- Emergent Multilingual Learner (EMLL): Students who are identified by the Emergent Multilingual Learner Profile Process as prekindergarten students whose home or primary language is other than English. The English language proficiency of prekindergarten students is not assessed, and therefore EMLLs may or may not be identified as ELLs when the ELL identification process is conducted in kindergarten.
- English As a New Language (ENL) Program: A research-based English language development program comprised of two components: 1) Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and 2) Stand-alone ENL: Students receive English language development instruction taught by a New York State certified English for Speakers of Other Languages (ESOL) teacher in order to acquire the English language needed for success in core content areas.
- English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.
- Former ELL: Once an ELL has reached the Commanding level of English language proficiency, that student is designated as a Former ELL and is entitled to receive two years of Former ELL services in the form of a ½ unit of Integrated ENL or other services as approved by the Commissioner.
- Multilingual Learner: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have

exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

- **Multilingual Literacy SIFE Screener (MLS):** A state-wide diagnostic tool that was created to determine SIFEs' literacy levels in their home language in order to provide or to design appropriate instruction for SIFE.
- **New York State English As a Second Language Achievement Test (NYSESLAT):** The New York State English As a Second Language Achievement Test is an assessment designed to annually assess the English language proficiency of all ELLs enrolled in grades kindergarten through 12th grade.
- **New York State English As a Second Language Identification Test for English Language Learners (NYSITELL):** An assessment that is administered once during the ELL identification process (or during reentry after an absence of two or more years from NYS schools). It is designed to determine if a student is an ELL at the time of the student's enrollment in the NYS public school system.
- **Students with Inconsistent or Interrupted Formal Education (SIFE):** ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S. (NYSED is currently pursuing regulatory flexibility in order that time spent in remote learning during COVID-19 closures do not count toward the twelve months of enrollment at the time of SIFE identification).
- **World Languages:** Languages other than English, which are broken down into two categories: modern languages and classical languages. Modern languages include any language that has living, native speakers, such as Romance Languages (Spanish, French, Italian, Portuguese, etc.), Germanic languages (German, etc.), Asian languages (Chinese, Japanese, Korean, etc.), Indigenous languages (Mohawk, Seneca, Oneida, etc.), American Sign Language, and many more. Modern languages are contrasted with classical languages, which no longer have living, native speakers such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

Health and Safety

- **Aerosol Generating Procedures:** Procedures performed on patients which are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing.
- **Cleaning:** The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.
- **Cloth Face Covering:** Masks made from fabric, preferably tightly woven cotton. Cloth masks should include multiple layers of fabric.
- **Disinfection:** A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.
- **Fit Testing:** A process in which all people who are required to wear negative-pressure respirators are examined and interviewed to determine which mask best conforms to their facial features; a rigorous protocol in which the tester challenges the face-to-facepiece seal with a chemical agent.
- **Hand Hygiene:** Hand washing with soap and water or alcohol-based hand sanitizer
- **Metered Dose Inhaler (MDI):** A device that sprays a pre-set amount of aerosolized medicine through the mouth to the airways.
- ***N95 mask:** A type of respirator, an N95 mask offers more protection than a surgical mask does because it can filter out both large and small particles when the wearer inhales. As the name indicates, the mask is designed to block 95% of very small particles. *Some N95 masks, and even some cloth masks, have one-way valves that make them easier to breathe through. But because the valve releases unfiltered air when the wearer breathes out, this type of mask doesn't prevent the wearer from spreading the virus.
- **Nebulizer:** An air compressor machine when used with a nebulizer cup, tubing, and mouthpiece or face mask delivers aerosolized medicine to the airways in a fine, steady mist.

- **Peak Flow Meter:** An asthma management device used to measure a person's ability to push air out of the lungs.
- **Personal Protective Equipment (PPE):** Wearable equipment that is designed to protect from exposure to or contact with infectious agents. PPE that is appropriate for various types of patient interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available. These include gloves, face masks, protective eye wear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat).
- **Respiratory Hygiene:** Cough etiquette infection prevention measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes. Apply to anyone with signs of illness including cough, congestion, runny nose, or increased production of respiratory secretions.
- **Spacer:** A device that attaches to the mouthpiece of a quick-relief inhaler to create space between the mouth and the MDI. The space created helps the medicine break into smaller droplets allowing the asthma medication to move easier and deeper into the lungs of the student when he/she breathes in the quick-relief or controller medicine formulated in an MDI.
- **Standard Precautions:** A group of infection prevention practices that apply to all patients and residents, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered and include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; respiratory hygiene/cough etiquette, safe injection practices, and use of masks. Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes may contain transmissible infectious agents.
- **Surgical Mask:** Also called a medical mask, a surgical mask is a loose-fitting disposable mask that protects the wearer's nose and mouth from contact with droplets, splashes and sprays that may contain germs. A surgical mask also filters out large particles in the air.

- **Transmission Precautions:** When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission-Based Precautions. This second tier of infection prevention is used when patients have diseases that can spread through contact, droplet or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions.
- **Valved Holding Chamber:** A type of spacer that has a one-way valve at the mouthpiece. A VHC also traps and holds the medicine giving more time for the student to take a slow, deep breath reducing the amount that settles in the mouth and throat.

Social Emotional Learning

- **Adverse Childhood Experiences (ACEs):** Potentially traumatic events that occur in childhood (0-17 years).
- **Multi-Tiered Systems of Support (MTSS):** An evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions).
- **Pupil Personnel Services (PPS):** Staff which includes school counselors, school social workers, school psychologists, mental health counselors and school nurses.
- **Restorative Practices:** Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.
- **Social Emotional Learning (SEL):** The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

- Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.
- Trauma-Responsive Practices: Practices that help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

Special Education

- Annual Review: An evaluation, conducted at least annually by the committee on preschool special education (CPSE)/committee on special education (CSE), of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.
- Assistive Technology Devices: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted or the replacement of a surgically implanted device.
- Assistive Technology Service: Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.
- Child Find: A process which requires all school districts to identify, locate and evaluate all students with disabilities, including students with disabilities who are homeless or wards of the State, regardless of the severity of their disability and who are in need of special education and related services.
- Committee on Preschool Education (CPSE)/Committee on Special Education (CSE): A multidisciplinary team established in accordance with the provisions of Education Law that determines a student's special education needs and services. The CPSE is

responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5-21.

- Free Appropriate Public Education (FAPE): Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and are provided in conformity with an individualized education program.
- Individualized Education Program (IEP): A written statement for a student with a disability that is developed, reviewed and revised by a CSE, Subcommittee on Special Education or CPSE to meet the unique educational needs of a student with a disability.
- Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that provides students with disabilities the right to receive a free appropriate public education in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.
- Initial Evaluation: Any procedures, tests or assessments used selectively with an individual student, including a physical examination, an individual psychological evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history and other appropriate assessments or evaluations as may be necessary to determine whether a student has a disability and the extent of his/her special education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.
- Least Restrictive Environment (LRE): Placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.
- Reevaluation: The evaluation procedures that are conducted at least once every three years, except where the school district and the parent agree in writing that such

reevaluation is unnecessary to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

- **Special class:** A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.
- **Supplementary Aids and Services and/or Program Modifications:** Aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.
- **Telepractice:** Although not specifically defined in Part 200 of the Regulations of the Commissioner of Education, the NYSED Office of the Professions defines telepractice as the provision of professional service over geographical distances by means of modern telecommunications technology. This methodology engages audio and/or video technology to connect providers with students, parents or other caregivers in ways that support the student's learning and development.

Teaching and Learning

- **Academic Intervention Services:** Additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.
- **Device:** A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini tablets are not sufficient devices for learning purposes.
- **Equivalent :** At least 180 minutes of instructional time for instruction delivered in a traditional face to face model, or a comparable amount of time for instructional experiences, taken as a whole when the student is engaged in standards-based learning under the guidance and direction of an appropriately certified teacher, for instruction delivered in an online or blended model.

- Hybrid (blended) model: A combination of in-person and remote learning. In-person instruction: Instruction that takes place with students in attendance at the school building.
- Remote learning: Instruction that takes place outside of the school building while the students are not in attendance at the school.
- Unit of Credit: The mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.
- Unit of Study: means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.
- All the Time access is a reference to the National Educational Technology Plan, which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).
- Sufficient access to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.

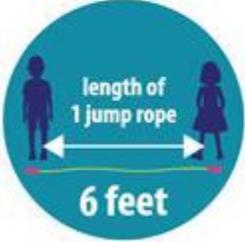
Appendix C- Signage

**Stop the spread of germs
that can make you and others sick!**


Wash your hands often


Wear a cloth face cover


Cover your coughs and sneezes


Keep **6 feet** of space between you and your friends

 [cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Wear a Cloth Face Covering to Protect You and Your Friends

PUT ON



WASH YOUR HANDS



PLACE OVER NOSE AND MOUTH

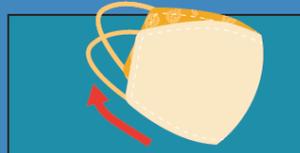


MAKE SURE YOU CAN BREATHE EASILY

TAKE OFF



TAKE OFF YOUR FACE COVERING



FOLD OUTSIDE CORNERS TOGETHER



PUT ASIDE FOR WASHING



WASH YOUR HANDS

WASH YOUR HANDS OFTEN, WEAR A MASK, AND STAY 6 FEET FROM OTHERS.



cdc.gov/coronavirus

HANDWASHING

is your superpower!



cdc.gov/coronavirus

Please wear a cloth face covering.

Maintain a distance of 6 feet whenever possible.

cdc.gov/coronavirus

How to Safely Wear and Take Off a Cloth Face Covering
Accessible: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2

USE THE FACE COVERING TO HELP PROTECT OTHERS

- Wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain
- Don't put the covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, clean your hands

FOLLOW EVERYDAY HEALTH HABITS

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available

TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine
- Wash your hands with soap and water

Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a cloth face covering, see: cdc.gov/coronavirus

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

Seek medical care immediately if someone has emergency warning signs of COVID-19.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.



cdc.gov/coronavirus

202014 01/23/20

Appendix D- Education/Training Videos and Resources

| Topic | Information | Video/Resource Link |
|----------------------------|--|---|
| Safe Use of Face Coverings | <ul style="list-style-type: none"> • Face coverings/masks are required on the bus, in hallways and common areas, and when 6ft of physical/social distancing is not possible: • Wash your hands before putting on your face covering. • Wear your face covering over your chin, mouth, and nose. • Put your face covering on and take your face covering off by using the elastic or the ties. • Place soiled/used face covering in the trash if disposable or in the laundry if washable cloth. • Wash dirty masks each day. | <p><u>Here is a poster from the CDC about Safely Using Cloth Face Coverings</u></p> <p><u>Here is a video about wearing face coverings and masks from Cincinnati Children’s Healthcare</u></p> |
| Hand Washing | <p>Proper hand washing prevents the spread of germs.</p> <ul style="list-style-type: none"> • 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. • 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. | <p><u>Here is a link to a CDC video illustrating proper hand washing</u></p> |
| Hygiene | <p>Preventing the spread of germs is a job for everyone:</p> <ul style="list-style-type: none"> • Sneeze and cough into your elbow. • Use a tissue. • Wash your hands. | <p><u>Here is a link to a video about hand washing and general hygiene from Cincinnati Children’s Healthcare</u></p> <p><u>Here is a link to a video about handwashing and general hygiene from the CDC</u></p> |

| | | |
|---|---|---|
| | | <u>Here is link to a poster from the CDC about reducing the spread of COVID-19</u> |
| Social/Physical Distancing to Stop the Spread | <p>Knowing how COVID-19 is thought to spread can help contain the spread:</p> <ul style="list-style-type: none"> • The virus is thought to spread mainly from person-to-person. • Between people who are in close contact with one another. • Through respiratory droplets produced when an infected person coughs, sneezes or talks. • These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. • Some studies have suggested that COVID-19 | <p><u>Here is a link to a Sesame Street video about social or physical distancing</u></p> <p><u>Here is a link to a CDC video about social or physical distancing</u></p> |
| Symptom Checker | <p>People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:</p> <ul style="list-style-type: none"> • Fever or chills • 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 | <u>Here is link to the CDC Symptom Self Checker</u> |

| | | |
|--|---|--|
| | <ul style="list-style-type: none">• Nausea or vomiting• Diarrhea• In children, rashes can occur | |
|--|---|--|

Appendix E – Hybrid Model Instructional Calendar 2020-2021

DEPEW UNION FREE SCHOOL DISTRICT 2020-2021 INSTRUCTIONAL CALENDAR COVID-19 HYBRID SCHEDULE

| SEPTEMBER | | | | |
|-------------|----|-------------|----|----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |
| Student: 16 | | Teacher: 20 | | |

| OCTOBER | | | | |
|-------------|----|-------------|----|----|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |
| Student: 21 | | Teacher: 21 | | |

| NOVEMBER | | | | |
|-------------|----|-------------|----|----|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |
| Student: 17 | | Teacher: 17 | | |

| DECEMBER | | | | |
|-------------|----|-------------|----|----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |
| Student: 17 | | Teacher: 17 | | |

| JANUARY | | | | |
|-------------|-----|-------------|-----|-----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26R | 27R | 28R | 29R |
| Student: 19 | | Teacher: 19 | | |

Last Name(s) A-L PLUS Diverse Learners
 Last Name(s) M-Z PLUS Diverse Learners
 Diverse Learners ONLY
 *** Subject to adjustment based on the use of snow days and the administration of mid-year and end of year Regents Exams

- Legend**
- 1st Day for Students
 - Superintendent's Conference Day
 - Early Dismissal
 - Holiday - No School
 - Regents Exams
 - Reorganization Day

- Special Dates**
- 9/1, 9/2, 9/3 Superintendent's Conference Day
 - 9/7 Labor Day - **No School**
 - 9/8 Superintendent's Conference Day
 - 9/9 First Day for Students
 - 10/2 K-12 - 15 min. Early Release Drill
 - 10/12 Columbus Day - **No School**
 - 11/5 Parent-Teacher Conferences K-5(1-7 pm) 6-12 (6-9pm)
 - 11/5 Early Dismissal K-5
 - 11/6 Early Dismissal K-12
 - 11/9 Early Dismissal K-12 Parent-Teacher Conferences
 - 11/11 Veterans' Day - **No School**
 - 11/25-11/27 Thanksgiving Recess - **No School**
 - 12/24 -1/1 Winter Recess - **No School**
 - 1/18 Martin Luther King's Birthday - **No School**
 - 1/26-1/29 Regents Exams
 - 2/1 Reorganization Day
 - 2/15 President's Day - **No School**
 - 2/16 - 2/19 Mid-Winter Recess - **No School**
 - 4/2 - 4/9 Spring Recess - **No School**
 - 5/28 & 5/31 Memorial Day Recess - **No School**
 - 6/16 - 6/24 Regents Exams
 - 6/25 Regents Rating Day

Total Days

- 181 Student attendance days
- 186 Teacher attendance days

If additional student attendance days are needed, the following days will be used in this order and/or in relation to the timing of the snow days: 5/28, 4/9, 4/8, 4/7, 4/6, 4/5, 2/19, 2/18, 2/17, 2/16.

| FEBRUARY | | | | |
|-------------|----|-------------|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| Student: 14 | | Teacher: 15 | | |

| MARCH | | | | |
|-------------|----|-------------|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |
| Student: 23 | | Teacher: 23 | | |

| APRIL | | | | |
|-------------|----|-------------|----|----|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |
| Student: 16 | | Teacher: 16 | | |

| MAY | | | | |
|-------------|----|-------------|----|----|
| M | T | W | T | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |
| Student: 19 | | Teacher: 19 | | |

| JUNE | | | | |
|-------------|-----|-------------|-----|-----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16R | 17R | 18R |
| 21R | 22R | 23R | 24R | 25R |
| Student: 19 | | Teacher: 19 | | |

Adopted by Board of Education: January 21, 2020

Appendix F: Depew UFSD Daily Home Health Screening

Depew Union Free School District Daily Home Health Screening

For each child who is attending school today please take a temperature and respond to the following questions:

1. Has this child had any symptoms associated with COVID-19 including, but not limited to: fever or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste/smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea.
 - a. If YES, please remain home. Call school to report the absence. Call your family physician.
2. Has this child received a positive COVID-19 test result in the past 14 days?
 - a. If YES, please remain home. Call school to report the absence. Call your family physician.
3. Has this child been in close contact with anyone known to have the current COVID-19 infection within the last 14 days?
 - a. If YES, please remain home. Call school to report the absence. Call your family physician.
4. Does this child have a measured temperature of 100 or higher today?
 - a. If YES, please remain home. Call school to report the absence. Call your family physician.

**** Please Note: By placing your child on the bus each day of attendance you are confirming that you have completed a Daily Home Health Screening and that your child/children have not responded to any questions with a "YES". If you are unable to complete a full screening at home, please contact your school nurse so arrangements can be made.*

Appendix G: Fever/Symptom Flow Sheet for School Nurses and Building Administrators

COVID-19 FEVER/SYMPTOMS FLOW SHEET FOR SCHOOL NURSES AND BUILDING ADMINISTRATORS

While at school, student has temp >100 ° F (non-touch forehead thermometer) that does not resolve within 30 minutes

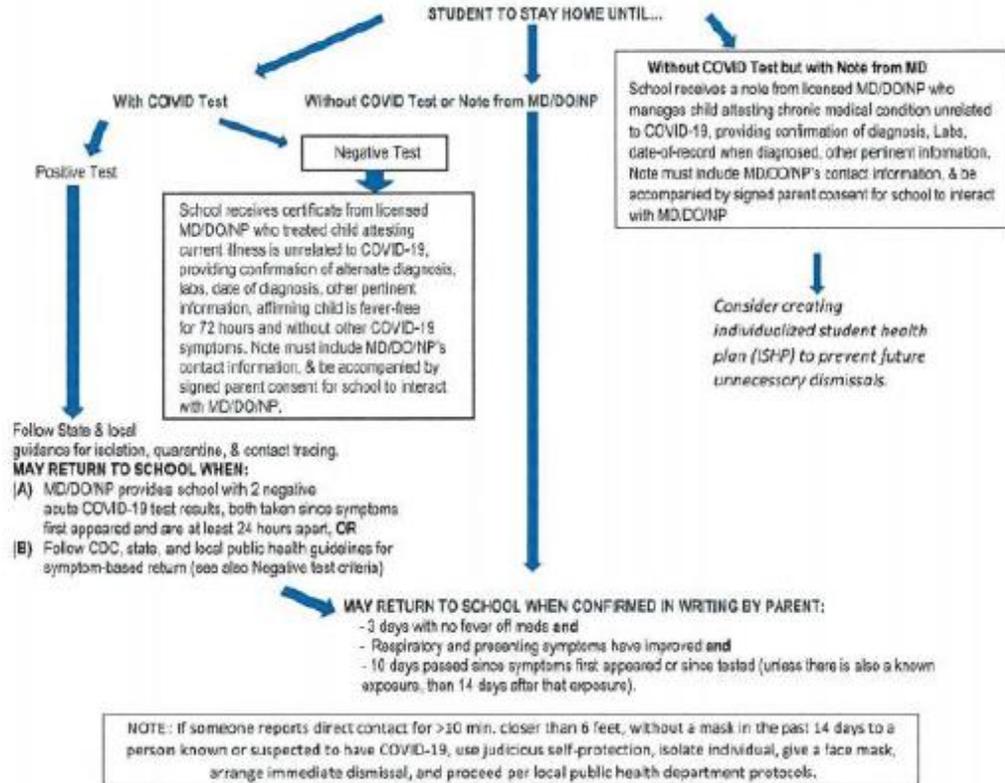
OR

While at school, student has symptoms of COVID-19 which may include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Fever, chills, rigors • Cough* • Shortness of breath* • Rash* • Nasal congestion or rhinorrhea* • Sore throat | <ul style="list-style-type: none"> • Nausea or vomiting or diarrhea* • New loss of taste or smell • Fatigue* • Headache* • Muscle or body aches* • Poor feeding or poor appetite* |
|--|---|

* Disregard this symptom if school personnel are already aware of a non-COVID chronic pre-existing condition that causes that symptom AND if the nature of that symptom (duration, intensity, etc.) is consistent with what school personnel are familiar.

ACTIONS: Don appropriate PPE; Isolate student until you send home; Refer student to their MD/DO/NP;



Appendix H: COVID-19 Points of Contact

COVID-19 Resource Leader and Safety Coordinator/School Business Administrator

Susan Arena (716) 686-5110

Superintendent of Schools

Jeffrey R. Rabey Ph.D. (716) 686-5105

Director of Curriculum and Instruction

Joseph D'Amato (716) 686-5129

Director of Special Education

Jill Snuszka (716) 686-5123

Director of Technology

Brian Richards (716) 686-5066

Director of Facilities

David Hess (716) 686-5088

Director of Transportation

Douglas Baumgarden (716) 686-5140

Lunch Manager

Barb Albi (716) 686-5009

School Building Administrators

High School: Jay Lupini (716) 686-5095

Middle School: Lynn Girdlestone (716) 686-5050

Cayuga Heights Elementary: Michelle Kudla (716) 686-5006

School Nurses

High School: Meghan Kutas (716) 686-5087

Middle School: Lynne Martin (716) 686-5042

Cayuga Heights Elementary: Nancy Fayad (716) 686-5007 and
Julie Smith (716) 686-5008