

CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

2020-2021 Reopening Plan

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(updated July 30)





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INTRODUCTION

Background

The safety of our students, staff and community is our highest priority. The Cheektowaga Central School District's COVID-19 Reopening Plan establishes and explains the procedures, practices and safeguards needed to meet the recommendations and guidance outlined by the following governmental agencies:

- Centers for Disease Control and Prevention (CDC) [Considerations for K-12 Schools: Readiness and Planning Tool](#)
- Federal Occupational Safety and Health Administration (OSHA) [Home | Occupational Safety and Health Administration](#)
- New York State Department of Health (NYSDOH) [Novel Coronavirus \(COVID-19\) | Department of Health](#)
- New York State Education Department (NYSED) <http://www.nysed.gov/coronavirus>
- New York State's "New York Forward" guidelines [NY Forward | New York Forward](#)

Based on this guidance, we have developed procedures related to the Operations and Instruction for three scenarios: Full Return to School, Hybrid and Remote Learning. Understanding the ever changing nature of this pandemic, we have developed a plan to allow us to switch learning modalities if necessary.

Plan Development

This plan was developed in collaboration with key stakeholders from all constituent groups, including:

- Board of Education
- Administrators
- Cheektowaga Central Teacher Representatives
- Cheektowaga Central Civil Service Association Members
- Parent involvement via survey and Parent Teacher Associations
- Student involvement via surveys

IMPORTANT CONTACT INFORMATION

Central Office

Role	Contact Person	Contact Information
Superintendent	Mary Morris	686-3606
Assistant Superintendent	Steven Wright	686-3606
Director of Learning	Maureen George	686-3645
Director of Pupil Personnel & Special Education	Gretchen Sukdolak	686-3609
Director of Technology	Ron LaVere	686-3677
Sodexo Food Manager	Jennifer Klein	686-3638

Cheektowaga Central High School

Role	Contact Person	Contact Information
Principal	Scott Zipp	686-3603
Assistant Principal	Mike Fatta Micah Hanford	686-3696 686-3687
Dean of Students/Athletic Director	Brian Hickson	686-3659
School Counselors	Laurie Ferry Ruben Owens Claudia Rodems Courtney Wall	686-3618 686-3683 686-3637 686-3636
Social Worker	Joan Conti	686-3631
School Psychologist	Jeanne Kornowicz	686-3634
Nurse	Angela Brock	686-3628

Cheektowaga Central Middle School

Role	Contact Person	Contact Information
Principal	Pat Cullinan	686-3663
Assistant Principal	Katie Daniels	686-3662
School Counselors	Melissa Goc Kimberly Nichols Lauren Smith	686-3651 686-3650 686-3652
Social Worker	Nancy Kean	686-3653
School Psychologist	Katie Boutot	686-3654
Nurse	Erin Heerd	686-3657

Union East Elementary School

Role	Contact Person	Contact Information
Principal	Melissa Mitchell	686-3626
Assistant Principal	Julia Hamels	686-3699
School Counselor	TBD	686-3624 686-3684
Social Worker	Bernie Huber Maria Kocialski	686-3679 686-3671
School Psychologist	Allison Napier	686-3676
Nurse	Kim Krempa Kassandra Morris	686-3623 686-3623

Communication/Family & 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. The most highly utilized channel is our email and text message mass communication system, Blackboard Connect. The system sends out email, text message, and voice mail alerts, usually pointing to an explanatory document or letter on the school district website. The school website (www.cheektowagak12.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 for all correspondence, sorted chronologically, regarding the coronavirus pandemic and contains guidance documents released by the Department of Health, New York State Education Department, Governor's Office, and the Center for Disease Controls.

Parent & Student Notification

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

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

Common Communication Practices

Above all else, consider the purposes of communication – reaching out to students and families should focus on their health, well-being and ability to access materials. If students are not accessing materials electronically, getting to the root cause and problem-solving barriers to access is essential. Opportunities for two-way conversations with families is vitally important when generating plans and monitoring implementation. Frequent and consistent messaging from the school district are needed, with safeguards to ensure communication reaches all families. Verbal interpretations and written translations must be available for all families who require them.

The district will utilize multiple methods to support communication with parents, students and faculty. Choices for communication include, but are not limited to:

- Zoom (either connect through video conference or through a Zoom call-in number)
- Remind
- Google Classroom/Google Chat/Google Hangout
- Blackboard Connect (Building and District based phone, email or text messages)
- Telephone calls (*67 is an option to retain privacy)
- Google Voice
- District Website
- Go Guardian
- Email
- Letters in parents preferred language [individualized mailed home to communicate regarding student engagement; general letters with school closure updates posted on website]
- See Saw
- Facebook/Twitter/Instagram accounts for general information sharing
- You Tube Live Town Hall Meeting Format

Expectations for Communicating:

- All staff are to check their school email Monday-Friday
- Office/Classroom voicemail must be checked Monday-Friday
- If staff is unable to connect with a student/family, building administration will assist with problem solving.
- Communication logs will be maintained to facilitate communication between multiple parties. (e.g. teacher, parent, counselor, administrator) (e.g. Phone log, Shared communication log)

Health and Safety

[Summer 2020 Protocols During COVID 19 CCSD](#)

[Return to Work Letter - July 2020](#)

Personal Protective Equipment (PPE)

In accordance to the NYSDOH guidance regarding face coverings, we will communicate and enforce expectations for the wearing of face coverings as follows:

- Face coverings will be required any time or place that individuals cannot maintain appropriate social distancing.
- All individuals in our school facilities and on school grounds will be expected to wear face coverings 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 in hallways around the school.
- Face coverings will be available at each school and on school buses for students, staff and visitors in the event an individual does not have a face covering.
- Face covering breaks will be scheduled and available throughout the day as needed.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering. A medical note is required.
- School personnel will assist students who have difficulty in adapting to wearing a face covering.
- The district will instruct students, faculty, staff and families on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.

Social Distancing

Social distancing (6 ft or 12 ft during aerobic activity and singing or playing musical instruments) will occur during instruction and whenever practicable. All students/staff will utilize face coverings when social distancing is not possible. (ie, transitioning from class, walking in the halls, on buses to and from school etc.)

Health Screenings

- Students
 - All students will be screened by the parent/guardian at home prior to boarding the bus/coming to school using a checklist provided by the district.
 - If the child presents with COVID-19 symptoms the parent/guardian is requested to contact the building attendance clerk. All other “non-COVID-19” absences should also be reported to the attendance clerk in each building.
- Staff
 - Staff must complete a daily Health Questionnaire for COVID-19
 - Staff must enter the building at the designated location for a temperature screening.
- Visitors/vendors/contractors must complete a District Health Screening before being granted access to the building.
 - [CCSD Health Check Questionnaire](#)
- Each building will display and share with parents, age appropriate posters as reminders of proper hand washing, proper donning of face masks, how to stop the spread of COVID and how to protect yourself and others. Links to resources to be used in the buildings are listed below:
 - [Hand Washing Poster for Elementary Schools](#)
 - [Hand Washing Poster for Secondary Schools](#)
 - [Hand Washing Poster for the Workplace](#)
 - [Hand Washing Poster for Parents/Community](#)
 - [Hand Washing "Health is in Your Hands" Poster](#)
 - [Prevention Info Sheet](#)
 - [Share Facts about COVID-19 Info Sheet](#)
 - [COVID-19 Info Sheet](#)
 - [Stop the Spread of Germs Poster](#)
 - [Stop the Germs! Wash Your Hands Poster](#)
- Daily and/or weekly mass calls and text messages will be sent to all families to remind them to conduct daily screening at home prior to boarding the bus/coming to school. These reminders will be sent to all families in the evening.
- Parents/guardians that cannot complete their child’s daily health screening should contact the school nurse for assistance.

Isolation of Individuals Exhibiting Symptoms of COVID-19

Each building will identify a location (separate from the Health Office) to house students and staff that exhibit COVID-19 symptoms until they can exit the building. A staff member will be assigned to supervise students until a parent/guardian arrives to pick them up. The staff member will maintain social distancing and be provided appropriate PPE equipment including a face shield, face covering, gown, gloves, and a 2-way radio so that the school nurse, front office staff and the supervising staff member can communicate regarding the student and when the parent/guardian arrives for pick up.

Protocol for students/staff that exhibit COVID-19 symptoms

If a student presents with symptoms related to COVID-19, the teacher should use their classroom phone to communicate with the school nurse that they are sending a student to the office for an assessment. If the nurse is not available, the main office will be notified. The district will follow this protocol for all students and staff that exhibit COVID-19 symptoms.

Please see the [COVID-19 Fever/Symptom Flowchart](#).

Note to Parents when a child is sent home with COVID-19 symptoms

If a child is sent home with COVID-19 symptoms, the nurse will give the parent/guardian a form that indicates the protocol that must be followed to return to school if there is no COVID test performed by a healthcare provider. The building nurse will complete the information and hand it to the parent/guardian when the student is released from school. The parent will be responsible for attesting that the protocol is followed by signing the form and returning it to school with the child after the quarantine period. All individuals must follow this protocol in order to return to school.

Please refer to the [Return to School note](#).

COVID Points of Contact

- Cheektowaga Central High School: Angela Brock, School Nurse, RN
- Cheektowaga Central Middle School: Erin Heerdt, School Nurse, RN
- Union East Elementary: Kim Krempa, School Nurse, RN & Kassandra Morris, School Nurse, RN

Contact Tracing

The important task of contact tracing is dependent on the accuracy of our records. The following records will be utilized and analyzed when contract tracing occurs:

- Attendance records to determine who was present and onsite (both students and teacher/staff attendance records)
- Bus route rosters
- Substitute employee records (substitute teachers, aides, etc.) through the AESOP absence management system
- Our visitor management system (School CheckIN), which provides the date and entrance/exit time of all visitors.

Conducting school safety drills amid COVID-19

- All required NYS school safety drills will be conducted with the consideration of the social distancing and face covering requirements. It is understood that evacuation drills will likely take longer than they would without social distancing.
- As part of the drill, students should be instructed that social distancing is part of the **drill**, however, in a real situation (i.e. fire) social distancing is secondary to the immediate need to evacuate. In that event, students and staff will wear face coverings if possible.

Medically Vulnerable/High Risk Groups (adults)

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Persons in these groups should consult with their healthcare provider and the district regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia

Information regarding vulnerable students is located later in this document.

Monitoring of attendance

- Student attendance
 - Parents will be encouraged to contact the attendance line for their school building if their child is absent from school. All parents will be contacted by a building level secretary regarding their absence if the student is not called in.
 - Nurses will monitor student attendance for COVID-19 related absences using a log sheet. NO personally identifiable information will be contained on the log sheet, just numbers of students exhibiting symptoms.
 - Staff attendance will be monitored through AESOP.
- During virtual or hybrid instruction, student attendance will be monitored and entered through eSchoolData

Facilities

Preparations

- To prepare for the arrival of students, teachers and staff, the following safety enhancements will be completed in each school building prior to the first day of teacher attendance:
 - Markings to indicate 6' social distancing where applicable
 - Signage installed at entrances and throughout buildings to inform and remind occupants of proper hygiene recommendations
 - Remove all gathering rugs and furniture (i.e. couches, tents, etc)
 - Removal of excess furniture to create additional space for social distancing of students and staff
 - Install polycarbonate shield partitions for forward-facing high contact positions (i.e. main office secretaries)
 - Provide hand sanitizer (60% alcohol or greater) in all classrooms as well as common areas. Hand washing with soap and water should be taught and encouraged especially when hands are visibly soiled. Hand sanitizer can be used if soap and water is not available. **Alcohol based hand sanitizer should only be used by children under adult supervision.*
 - Review all HVAC settings to ensure all spaces are provided adequate ventilation.
 - HVAC filters will continue to be changed at recommended regular intervals according to state mandates.

Capacity

- Capacities for the maximum number of people (based on room square footage, student enrollment, and social distancing considerations) have been determined in:
 - Classrooms
 - Cafeterias
 - Auditoriums
 - Gymnasiums
 - Libraries

Visitors to the Building

- Building procedures will include:
 - Limit access of visitors
 - Communication to parents and community regarding limited visitor access
 - Training of Front Desk Monitors
 - All visitors must read and answer the self assessment questions and have their temperature screened before being allowed entry to the building

Special Considerations

- Before/after school child care - spaces within the building to support cohort grouping of students and social distancing, cleaning before/after their use
- Water fountains - traditional water fountains and classroom bubblers will be disabled and capped to avoid potential sharing/bottle filling stations will remain operational.
- Vending machines - cleaning of frequently touched surfaces
- Restrooms
 - Disable hand dryers and ensure availability of paper towel dispensers
 - Limit capacity in restrooms
 - Face coverings will be worn in restrooms

Cleaning/Disinfecting Procedures

- Disinfecting should never be done by children (i.e. wipes, spray bottles for desks)
- Cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs.
- Pre-Arrival/Arrival of Students
 - Clean and disinfect areas used by groups before the start of the school day.
- During the School Day
 - Clean and disinfect high touch areas such as door handles, stair railings, elevator buttons, etc. after arrival and mid-day. All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable.
 - Bathrooms will be cleaned and disinfected frequently during the school day.

- Lunches
 - Cafeterias - If the cafeteria is used for lunch periods:
 - Tables will be wiped down and disinfected by cafeteria monitors after each lunch period.
 - Garbage will be emptied after each lunch period.
 - Classrooms - if eating in classrooms
 - Adequate cleaning to protect students with life threatening food allergies
 - During the school day, shared spaces will be cleaned between usage (i.e. desks).
 - Food garbage will be removed from classrooms immediately following scheduled meal times.
- After the School Day
 - Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day
 - Routine cleaning includes:
 - Clean all high touch items such as light switches, door knobs, handrails, desk tops, counters, handles, faucets, etc.
 - Dust mop and/or wet mop floors
 - Empty trash receptacles and replace liners
 - Clean restrooms
 - Dust
 - Vacuum carpeted areas
 - Disinfecting will occur after routine cleaning is completed
 - Spray disinfecting should not be done when the space is occupied by children. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to leave.
- Outdoor Areas
 - Students will sanitize hands before/after use of outdoor areas.
 - Maintain per CDC guidelines for outdoor areas: *Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people.*

Community Use of Facilities

- Initially and upon reopening, the District facilities will not be open for community use.
- Our priority will be safely supporting the academic and instructional program while focusing efforts on cleaning and sanitation. Therefore, general community use of our school facilities will not be permitted.
- The District will communicate its temporary suspension of facility use by the community, which includes but is not limited to Community Education, Youth Athletics, District-affiliated community events (i.e. PTA events), and the use of gymnasiums and pools by community organizations.

Child Nutrition

The Cheektowaga Central School District (CCSD) as a School Food Authority (SFA) is committed to continuing to provide high quality breakfast and lunch to all students daily, whether learning in District buildings or remotely. Our Food Service Management Company (FSMC) Sodexo, is our partner in providing these meals and as such, a critical part of our reopening plan. Sodexo assures all Hazard Analysis Critical Control Points (HACCP) will be followed to ensure food safety.

Our Child Nutrition Plan is designed to adhere to the schedule created in the Teaching and Learning Plan for in-person and remote instruction. Please see the Teaching and Learning Plan for more details on these schedules.

Access to School Meals

- For students attending school in person, the District plans to serve breakfast and lunch in the classrooms each day for grades Pre-K - 8. For grades 9 - 12, breakfast and lunch will be served in the cafeterias (utilizing both High School and Middle School locations) daily observing proper social distancing procedures.
- For grades Pre-K - 8, social distancing will be utilized in arranging the desks for meals.
- Sodexo, the CCSD food management company, will prepare all meals in the appropriate kitchens and meals will be transported by Sodexo employees, via carts, to District designated “drop zones.” Representatives from each classroom will come to pick up the class meals from the “drop zone.” Sodexo will continue to comply with all food safety regulations while food is being transported.
- All meals will be served in disposable containers and with disposable utensils to reduce the risk of virus transmission on reused serving materials.
- For grades 9 - 12, the District will serve breakfast and lunch in the cafeteria at staggered times with limited numbers of students to allow for proper social distancing.
- Students that are learning remotely will take both meals (breakfast and lunch) home before leaving the school buildings or utilize curbside pickup on days they will be learning remotely.

Health & Safety Guidelines

- Sodexo will continue to adhere to all applicable health and safety guidelines for service out of the cafeteria line.

Food allergies

- Sodexo employees will have access to an updated roster of students in the classroom, which identifies student allergies. Sodexo will work with District nursing staff to identify students with allergies and sensitivities.
- Sodexo has adopted a nut-free menu. Any surface that is being used for meals will be cleaned after each meal.
- Meals for grades 9 - 12 that will be served in the cafeteria will continue to follow current procedures in place regarding separating alternate meals for students with allergies.

Hand Hygiene

- Students will be instructed to either wash their hands or use hand sanitizer prior to every meal regardless of where the meal is being consumed.
- In order to promote proper hygiene, the District will provide training to all students and employees on handwashing and proper social distancing. The District will have signage in classrooms with sinks and bathrooms to address best practices in handwashing.
- All students (regardless of location where meal is consumed) will be instructed not to share food and beverages with each other.

Child Nutrition Requirements

- As the Districts Food Service Management Company, Sodexo will follow all meal pattern guidelines for meeting Child Nutrition requirements and continuing monitoring of compliance will be done by the District.
- Menu audits will be conducted on a monthly basis with Sodexo and the District Business Manager/designee to ensure compliance with the Child Nutrition standards.

Transportation and Arrival/Dismissal

Transportation Planning and Bus Capacity

- During the planning phase, individual contact has been made by district secretaries to survey parents on their intent for transportation. This has allowed for the district to reduce density on district provided transportation.

Daily Transportation Procedures and Health & Safety Procedures

- Students will be required to wear facial coverings at all times while on the bus.
- All bus drivers and bus attendants will be monitored using a daily health screening.
- Drivers will wipe down high touch surfaces between bus runs.
- Bus drivers will be required to wear facial coverings at all times. Students and staff should wear face coverings at bus stops and on buses.
- We will instruct and train students and parents regarding how to maintain 6-foot distancing at bus stops and while loading and unloading.
- There will be one student per seat, with only members of the same household assigned to sit together.
- Buses will be cleaned and disinfected on a daily basis.

Arrival/Dismissal Changes for Parent Drop off and Pick up

- Traffic flow patterns and procedures for drop off and pick up have been developed to ensure density control. Specific procedures, by building, will be shared prior to the start of the school year with all constituent groups.
 - Parents will not be entering the building.
 - Staggered drop off and pick up times will be considered to ease congestion.

Social-Emotional Well Being

Comprehensive Counseling Plan

- The Comprehensive School Counseling Plan was reviewed and redeveloped during the 2019-20 school year. The plan is consistent with the guidelines from ASCA and NYSED.
- The Comprehensive Schooling Counseling Plan for CCSD will be updated to reflect the COVID-19 crisis and posted to the district website.
- The Mental Health Advisory Council will meet quarterly, beginning September 2020, to review and update the Comprehensive Developmental School Counseling Plan to reflect the ever-changing needs of the students, families and district staff. The Mental Health Advisory Council will consist of:
 - Board Members
 - District & Building Administration
 - Teachers- all grade levels
 - Parents/Family Representatives
 - School Counselors & Social Workers
 - School Nurse

Services & Programs

- A Community Resource Guide that provides information for referrals/resources through outside agencies will be distributed at community events, available in all building offices and posted on the district website.
- Teachers and building administrators will make referrals to the building based PPS team to respond with the necessary resources.
- Individual/group counseling sessions will be scheduled for at-risk and IEP mandated students.
- School Counselors/Social Workers will utilize Google classroom to provide students and staff with videos and digital resources that promote social emotional well-being.
- Staff are provided an EAP counselor for social emotional needs and supports.
- The district will partner with outside agencies to host “virtual” open houses that provide students and families with support as identified.

Professional Development

- Professional Development in the areas of CPI and Restorative Practices will be mandatory for all district staff and provided by in-district certified trainers throughout the 2020-21 school year.
- Data from parents, student and teacher surveys, letters, text messages, phone calls and home visits will be utilized to drive the professional development/supports needed for all stakeholders

School Schedules

The Cheektowaga Central School District is planning for three instructional models (full return to school, remote learning, or hybrid learning) for the 2020-2021 school year. Input has been gathered and considered for each model through the use of surveys, especially those models that require stakeholders to participate in remote instruction.

The [Continuity of Learning Plan Cheektowaga Central Planning Document for 20-21 Reopening](#) provides further information. In all of the instructional models, all students in the Cheektowaga Central School District will be taught in accordance with the New York State Learning Standards.

District-wide (all schools/buildings)

- All buildings have developed student cohort groups to limit movement at each level as much as possible.
- Whenever practicable, teachers will change classrooms while the students remain in the classroom to reduce hallway traffic.

Full Return to School Model

All 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. Due to physical limitations, masks will be worn throughout the day. Using this model, students will be present and involved in the school environment. In addition, instructional programs, for the most part, will maintain their current integrity.

Hybrid Model

Students will attend school with an altered schedule to reduce student population within the building and each classroom to approximately 50%. Students would attend school in-person for 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 will be required when social distancing is not possible. Using this model, students will be present and in the school building participating (for a portion of the time) in learning activities in a smaller group setting. During the time that students are not present for in-person instruction, they will receive remote instruction. Students and teachers will have regular substantive interaction that includes routine scheduled times for students to interact and seek feedback/support from their teachers. Attendance will be taken during remote instruction to monitor teacher and student interactions and maintain progress.

Hybrid Instructional Model

An assigned cohort of students would attend school on Monday and Tuesday and participate in remote instruction on Wednesday, Thursday and Friday. A second assigned cohort would attend school on Thursday and Friday and would participate in remote instruction on Monday, Tuesday, and Wednesday. Wednesday would be a remote learning day for all students with office hours, Professional Development, or other activities as needed. Teachers would report each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In Person	In Person	Remote Instruction	Remote Instruction	Remote Instruction
Cohort B	Remote Instruction	Remote Instruction	Remote Instruction	In Person	In Person
Cohort C	In Person	In Person	Remote Instruction	In Person	In Person
Cohort D	Remote Instruction				

Cohort A - 50% of student body

Cohort B - 50% of student body

Cohort C - Students with special considerations

Cohort D - Students whose parents choose 100% remote learning everyday

All cohorts will remain consistent for a minimum of one semester.

Remote Model

Students will not attend school in the physical building. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be explained. Students will receive a combination of asynchronous and synchronous instruction. Students and teachers will have substantive interaction and attendance will be taken.

The Cheektowaga Online Learning Instructional Framework will provide guidelines for remote learning.

In any of the above mentioned models Cheektowaga understands the need for equity and accessibility. The District will work with families to ensure access to reliable internet connections, technology.

Attendance & Chronic Absenteeism

Full Remote

- Student engagement/attendance on remote platforms such as Google Classroom, SeeSaw, Google Meet, Zoom, etc., will be measured daily by each staff member and reported daily in eSchool.
- Each staff member will document their student's attendance in eSchool, which will be reviewed regularly by the administration and PPS team to discuss next steps for each student.
- Student engagement/attendance will be considered, but not limited to, attending scheduled virtual meetings and/or completing assignments.

Hybrid

- When students are working virtually, the process will follow the same as full remote learning.
- When the students are attending in person, attendance will be collected via eSchool, and it will also be recorded accordingly on the student engagement Google sheet for weekly review.

Chronic Absenteeism/Disengaged Students

- When students are chronically absent and/or consistently disengaged the following interventions will be employed:
 - Letter sent home to parents
 - Individual student/parent phone or email contact
 - Personal video conferencing with students/parents
 - Home visit
 - Connecting families with outside resources/agencies

Students who are absent due to documented medical/health reasons may be eligible for Remote Learning.

Technology & Connectivity

Student access

Students in grades 2-12 are provided a Chromebook, which allows students to engage with our Learning Management system (Google Classroom), email teachers via their District provided email, and access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills. Students in grades K-1 are provided an iPad to engage with the learning management system (SeeSaw), email teachers via their District provided email, and access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills

Teacher access

All teachers are provided devices such as Chromebooks or laptop computers. In addition, document cameras are available for teachers to provide instruction

Streamlining computer-based resources

In April 2020, our Board of Education adopted a new Data Privacy and Security Policy which addresses the requirements Education Law 2d and part 121 regulations. As a district, we are committed to vetting online resources, websites and software prior to using it with students. If a resource, website or software will collect personally identifiable information (PII) of students, the company is required to sign a contract ensuring the protection and security of student data and PII.

Teachers are required to utilize online instructional resources that are on the list of *Approved District Resources*. If a teacher wishes to use a website or software that is not approved, there is a privacy review process prior to using the resource.

Technology Support for Families

- Orienting families to our Learning Management System (Google Classroom or SeeSaw) through a knowledge base page with directions and videos
- On-going tech support and troubleshooting for families through access to our district Technology Help Desk
- Wifi solutions, for those who qualify, may be provided through various resources including Verizon WiFi or Kajeet WiFi.

Technology Support for Teachers/staff

- We are committed to supporting teachers to effectively teach in the hybrid/remote learning environment. Since March 2020, we have held professional development learning opportunities including synchronous and asynchronous opportunities. In addition, we will:
 - Orient new teachers through online New Teacher Orientation modules;
 - Support teachers in shifting to Google Classroom with:
 - Consultation with BOCES Technology Integrators
 - Webinars and other learning opportunities hosted by the District, BOCES, and state/national organizations

Teaching & Learning

Academics

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.

To ensure more equitable and consistent instructional delivery and learning support, task force members are working to collaboratively determine and recommend standardized instruction and learning schedules that will be implemented across schools. Daily instruction and learning times will be determined to reflect the return to learning new standards and the possible increased learning needs of students after the school closure. Recommended appropriate levels of screen time based on age and development stages will be a key consideration in determining guidance regarding weekly and/or daily instruction and learning times for elementary, middle and high school. Additionally, attendance and grading will be required for in-person, hybrid and remote learning models, ensuring shared accountability for learning.

Prioritizing Standards and Curriculum

CCSD recognizes the challenges and limitations many students may have experienced with learning during spring 2020. In each course of study, teams of teachers will meet to prioritize essential standards for the grade level as well as the prerequisite knowledge and skills learners need in order to be successful with new content. Teachers will collectively decide to modify the curriculum to reduce less prioritized units--allowing time to embed critical content from 19-20 that may not have been learned at the end of the school year. Updated curriculum guides and resources will be developed and reviewed regularly through team and grade level meetings.

Several resources will be considered including but not limited to:

- Next Generation Standards [ELA and Math]
<http://www.nysed.gov/next-generation-learning-standards>
- Science Standards
<http://www.nysed.gov/next-generation-learning-standards>
- Social Studies Standards
<http://www.nysed.gov/curriculum-instruction/social-studies>
- World Languages
<http://www.nysed.gov/world-languages>
- Physical Education
<http://www.nysed.gov/curriculum-instruction/physical-education>

- Visual and Media Arts, Music
<https://www.nyartsstandards.org/>

Materials and content will be provided in multiple formats including but not limited to textbooks, hard copy resources, digital resources such as books, textbooks, multi-media and online course materials. These are presented in many fashions to include video, audio, web links, and Zoom Meetings. In all cases, decisions are made in a thoughtful manner to ensure the lesson meets the needs of each student.

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.

Assessment

The focus for student assessments within the district's reopening plan will be to help staff identify students' learning needs and plan for upcoming instruction. Assessments geared to this purpose will be prioritized, in order to identify students with significant deficiencies. This includes utilizing a district wide screening assessments [STAR, Castle Learning] at assigned intervals in addition to content specific assessments to measure the prerequisite knowledge and skills learners need in order to be successful with new content.

Academic Gaps and Interventions

All learners will continue to receive flexible and responsive support for their academic, behavioral, and wellness needs. The Cheektowaga Central School District will provide appropriate prevention, intervention and/or remediation while ensuring high quality instruction and access to grade level standards for all. Academic supports will provide focus and review of essential standards through whole group and small group instruction (Tier 1) and individual student intervention (Tiers 2 and 3). Schools will leverage resources and tools for systematic data collection, ongoing progress monitoring and timely intervention.

Definitions:

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 assignments, 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 can include 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.

Early Learning: Prekindergarten

CCSD will ensure that the needs of our youngest learners are addressed, whether instruction is provided in-person, remotely, or through a hybrid model. CCSD will ensure that our Community Based Pre-K partner, Little Angels Day Care, is following health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. Little Angels Day Care will have a 2020- 2021 plan for providing continuity of instruction for in-person, remote, and hybrid learning models.

Special Education

Provisions of FAPE

- All students will be provided FAPE through the educational programming implemented by the district.
- CCSD, through accordance with the IDEA, will ensure that special education programming and related services will be provided on an individualized basis to ensure the implementation of the Individualized Education Program to reflect the unique needs of students with disabilities. The LRE will be applied to the programs and services provided whether delivered in-person and/or remotely.
- Health and safety mandates will be implemented to protect the needs and limitations of students with disabilities and those providing the services
- Students will be provided instruction and accommodations to practice wearing masks and understanding other PPE requirements.
- Special Education personnel will remain flexible and provide alternatives to students who are unable to wear a mask where it impairs their health, mental health or ability to receive instruction.

Communication & Parental Involvement

- Program and services will be documented through the students' Individualized Education Plan. In addition, teachers, related service providers, school counselors, social workers and the PPS office team will formulate and update confidential shared documents to record student progress, program and services and how to best meet the needs of students within this public health crisis.
- Prior Written Notice, phone calls, emails and various other forms of communication will be provided to parents/guardians on a regular basis based on the provided programs and services and students IEP.

Regulations

- CCSD will conduct CSE & CPSE meetings through a virtual platform that includes video/phone conferences until the health and safety of the students, families and district staff can be ensured.
- Parents will receive individualized engagement through a variety of modes including emails, phone calls, text messages or preferred mode of communication regarding the provision of services. This includes written communication in their preferred language and interpreting services.
- Tutorial videos and screen sharing will be utilized to assist parents/guardians with Apps/Technology to increase family participation regarding the provisions of services for their child.

CPSE - CSE Transition

- The CSE and CPSE will continue to develop, monitor and modify plans to provide the programs and services to students with disabilities.
- As the LEA, CCSD will form a partnership with the county to provide evaluations and services for CPSE students in the event that the county is unable to meet the needs.
- Quarterly Progress Monitoring beginning in November, will be completed by teachers/service providers and distributed to the CSE and parents by the Office of Special Education.
- Shared files (adhering to confidentiality requirements) will be completed by teachers, related service providers and PPS staff regarding student progress.
- A quarterly CSE and CPSE leadership meeting, beginning in October, will occur with the PPS Director, school psychologists, chairpersons and building level administration.
- CCSD will continue to identify, locate and evaluate students with disabilities requiring special education and/or related services throughout the COVID-19 crisis.
- In-person evaluations will be conducted with the health and safety of students, families and evaluators.
- CCSD has acquired digital evaluation programs to assist in the remote evaluations of students.

Accommodations & Modifications

- Each Student's Individualized Education Plan will dictate the delivery of instruction and accommodations/modifications/aids/services/technologies needed.
- Special education contact teachers and related service providers will be responsible for ensuring IEP compliance and changes necessary based on the mode of instruction (in-person and/or remotely) and students' individual needs.

Bilingual Education & World Languages

English Language Learners

CCSD will ensure all ELLs are afforded the opportunity for full and equal participation, whether it be through an in-person, remote, or hybrid model of instruction. CCSD will consider the unique needs of ELLs and strengthen support necessary for English language development.

Communicating with Multilingual Families

Communication with parents/guardians will be provided in the preferred language and mode of communication of the students' families, in accordance with federal and State requirements. CCSD will maintain regular communication with the parents/ guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process. Family outreach and education will be provided to support families' understanding of the selected learning model and how to support their children's learning.

Screening, Identification, & Placement of ELLs

CCSD will continue to administer the Home Language Questionnaire (HLQ). Parents may complete and submit the HLQ digitally. CCSD will maintain all documents related to its students, including the HLQ.

CCSD will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-2021 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within 10 school days of initial enrollment, as required by Commissioner's Regulation Part 154.

Continuity of ELL services

ENL teachers will continue to provide appropriate instruction and support to all students with English language acquisition needs. Provisions 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. For students unable to attend school, CCSD 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 ESL courses, will provide instruction and support to all ELLs in their classes, as well as remotely. ENL and content

area teachers will work collaboratively to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

To ensure more equitable and continuity of learning, all ELL students are provided a Direct Instructional Support through various means (Ex: Instructional Phone calls with interpreters; video pre-teaching, re-teaching, and review, email supports, etc...). ENL teachers schedule office hours for students who need additional support. Paper copies of instructional materials are provided in addition to digital resources whenever necessary. ENL teachers support instruction by creating videos that students can watch at their convenience and review multiple times for practice. ELLS who are struggling to keep up with “live” instruction benefit from videos they can review multiple times. ESL teachers support beginning English learners by analyzing classroom lessons/instruction, readings, and activities to provide accommodations such as:

- More visuals
- [Bilingual Glossaries](#)
- Native language or leveled English text
- An activity completed in a small group [via Zoom] rather than independently
- Guided reading sessions provided via Zoom
- Check in for students identified at the commanding level of proficiency
- Simple English explanations through video

Teacher and Principal Evaluation Systems

The Cheektowaga Central School District will utilize the contractually agreed upon [Teacher APPR Plan](#) based on Danielson Rubric.

Administrators will be evaluated based upon the contractually agreed upon [Principal APPR Plan](#) based on the Thoughtful Classroom Rubric.

Certifications, Incidental Teaching, and Substitute Teaching

Staffing - general considerations

The District will ensure all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment. The District will employ substitute teachers to address staffing needs for the allowable amount of days, given their qualifications and teaching assignment. All staffing regulations as outlined by NYSED will be followed.

Vulnerable Employees

Employees with health concerns, those considered to have vulnerabilities, and/or staff who are at increased risk for severe COVID-19 illness are encouraged to contact the Assistant Superintendent for Personnel for additional information and guidance in response to their unique situation so appropriate accommodations may be considered. Initial communication was sent to all employees on July 23, 2020. Please see additional information outlined earlier in this document.