



## Charter School of Inquiry

### Draft Reopening Plan

July 2020

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## Background

The safety of our students, staff and community are of the utmost importance. The CSI 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) CDC Guidance for K-12 Schools
- Federal Occupational Safety and Health Administration (OSHA) [www.osha.gov](http://www.osha.gov)
- New York State Department of Health (NYSDOH) <https://coronavirus.health.ny.gov/home>
- New York State Education Department (NYSED) <http://www.nysed.gov/coronavirus>
- New York State’s “New York Forward” guidelines <https://forward.ny.gov/>

Based on the aforementioned guidance, the Charter School of Inquiry (CSI) has developed procedures related to the Operations and Instruction for three scenarios: Face-to-Face (in-school), Hybrid (combination of face-to-face and remote learning), and Full Remote Learning. Understanding the ever-changing nature of this pandemic, we have developed a plan to allow us to switch learning modalities if necessary. The final decision for reopening schools rests with the Governor, and the implementation of CSI’s reopening plan is heavily dependent on the Buffalo Public School District (BPS) and its reopening plan. The reopening scenarios currently being considered by CSI are contingent on the BPS schedule for student transportation.

### Three Phases of Reopening and Maintaining Safety

1. Planning for September 2020
2. Launching the 2020-2021 School Year
3. On-going monitoring and assessment during the 2020-2021 School Year

Additionally, each topic of the plan 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. This plan is fluid and will be evaluated and adjusted as new information and/or guidance is received. This plan will be evaluated and revised as necessary with input from parents and teachers.

### Plan Development

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

- Administrators
- Teachers
- Paraprofessionals
- Social workers
- Parents via a survey and evaluation of remote instruction during the first phase of the COVID-19 closure
- Board of Trustees

### Reopening Task Force

CSI established a task force that has been working throughout the summer to prepare for the reopening of the school in September. The Reopening Task Force consists of five subcommittees that report to the Head of School. Each subcommittee is comprised of a Chair or Co-Chairs and three additional stakeholders. The subcommittees will continue to evaluate and make recommendations to the Head of School to adjust or revise the plan as necessary.

### CSI Reopening Task Force Subcommittees

Operations (Lynn Monin, Chair)	Academics (Marie Giancarlo and David Hetherly, Co-chairs)	Culture (Russell Bell and Tamioka Johnson, Co-chairs)	Schoolwide Routines and Procedures (Courtney Eaton, Chair)	Special Services (Louis Mattiuzzo, Chair)
Health	Curriculum	Responsive Classroom	Arrival	Special Services Delivery
Safety	Instruction	Building Community	Dismissal	Related Services Delivery
Facilities	Assessment	Social Emotional Learning	Transportation	Academic Interventions
Human Resources	Grading	Family and Student Engagement	Lunch	SST
Reporting and Compliance	Schedules	Student/Family Supports	Recess	CSE

Finances	Professional Development	Partnerships	Transitions	Assessment and Progress Monitoring
Technology	Key Design elements	Counseling and Referral Services	Classroom Procedures	Child Find
Nutrition and Food Service			Restroom Procedures	ENL
			After-School Plan	

**Important Contact Information**

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Keiona Cannon, School Nurse  
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## **Communication/Family & Community Engagement**

- The Head of School will provide regular communication to families, responsive to recent changes/developments.
- Communication will be provided via School Messenger, email, the School's Facebook page, and website.
- Communications regarding academic instructional outlines, support for free breakfast/lunch, technological assistance, and mental health support are the foundation of these communications.
- Teachers will communicate with families via email and telephone communications. Additionally, some teachers utilize SeeSaw, Remind, Dojo, and other communication tools. Google Classroom will also be used to provide insight in student engagement with assignments.
- Parent-teacher conferences will be held via video conferencing or by appointment

## **Health and Safety – 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:
  - Acceptable 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.
  - Disposable face coverings will be available at each school entrance and on school buses for students, staff and visitors in the event an individual does not have a face covering.
  - Face coverings will be required at all times, except for meals.
  - Face covering breaks will be scheduled and available throughout the day.
  - 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.
  - School personnel will assist students who have difficulty in adapting to wearing a face covering.
  - School personnel will provide training to 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.
  - Face shields will be provided for students in therapy sessions where a mask may impede the work of the therapist.
  - In situations where a child is wearing a face shield only, the therapist or staff member working with the child must wear both a face shield and a mask.

## **Tracking and Reporting Possible Cases of COVID-19**

- Nurses will monitor attendance for COVID-19 related absences using a log sheet. No personally identifiable information will be contained on the log sheet.

- Staff attendance will be recorded by Alcott HR and monitored for COVID-19 related absences.
- School nurses will report cases of COVID-19 to Health Department

### **Social Distancing**

- Social distancing (6 ft or 12 ft during aerobic activity and singing) will occur during instruction and whenever practicable.
- When polycarbonate shields are not provided and social distancing cannot occur, all students/staff will don cloth face coverings (transitioning from class, walking in the halls, on buses to and from school etc.).
- Students will be assigned to entrance and exit doors in relation to the location of their classrooms to minimize clusters.
- Lunch and breakfast will be served in classrooms.

### **Access to the Building**

- Access to the building will be limited to essential personnel only.
- Volunteers and guest speakers will contribute through teleconferencing whenever possible.
- Parents are to drop their children off at the door.
- Parents' access to teachers will be restricted to appointment only; whenever possible, parents will be encouraged to teleconference with teachers.
- No student teachers or pre-service teachers will be permitted in the building.
- Necessary visitors to the building will undergo a temperature screening and must read and answer a self-assessment questionnaire.

### **Health Screenings**

- 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 school or district. If the child presents with COVID-19 symptoms the parent/guardian is requested to contact the building nurse. All other "non-COVID-19" absences should be reported to the attendance clerk.
- Staff must self-assess prior to entering the building.
- Visitors/vendors/contractors will be required to complete a questionnaire and will have a temperature screening before being granted access to the building.
- Age appropriate posters will be displayed throughout the building 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.
- Families will be reminded to conduct daily screening at home prior to boarding the bus/coming to school. These reminders will be sent to all families via School Messenger.
- If a family is experiencing hardship and cannot afford a thermometer, that family should contact the school nurse and one will be provided to the family for daily screenings.
- A daily temperature screening will be conducted at school for all students, staff, and visitors.

### **Isolation of Individuals Exhibiting Symptoms of COVID-19**

- CSI 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, gloves, and a 2-way radio so that the school nurse, front desk monitor and staff member can communicate regarding the student and when the parent/guardian arrives for pick up.
- If a student presents with symptoms related to COVID-19, the teacher should use the classroom phone to communicate with the school nurse that they are sending a student to the office for assessment. The school will follow this protocol for all students and staff that exhibit COVID-19 symptoms.

### **Sending a Student Home with COVID-19 Related 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 school 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.

### **Contact Tracing**

The important task of contract 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 staff absence management system
- Visitor log, which provides the date and entrance/exit time of all visitors.

### **School Safety Drills**

- 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 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
  - diabetes
  - chronic kidney disease undergoing dialysis
  - liver disease
  - sickle cell anemia

### **Facilities Preparations**

- To prepare for the arrival of students and staff, the following safety enhancements have been or will be completed prior to the first day of student attendance:
  - Markings for one-way traffic patterns through halls at all buildings
  - Markings to indicate 6' social distancing where applicable
  - Signage installed at entrances and throughout buildings to inform and remind occupants of proper hygiene recommendations
  - Removal of all gathering rugs
  - Removal of excess furniture to create additional space for social distancing of students and staff
  - Removal of tables and replaced with student desks
  - Hand sanitizer dispensers (60% alcohol or greater) outside of all classrooms and entrances to the building
  - Hand-held thermometers purchased for all classrooms
  - High efficiency filter installed in all HVAC units
  - Hiring of an additional custodian with the sole responsibility of disinfecting the building

### **Capacity and Social Distancing**

- Capacities for the maximum number of people (based on room square footage, student enrollment, and social distancing considerations) have been determined for the following areas:
  - Classrooms
  - Cafeteria
  - Gymnasium/Auditorium
  - Library
  - Music room
  - Art room
- Communal spaces will be repurposed as instructional space to provide greater social distancing.



### **After-School Program**

- CSI will contract with a licensed daycare agency to provide an extended-day program for students.
- CSI will work cooperatively with the agency to assign students to cohort groupings, to maintain social distancing to ensure proper and cleaning before and after use.
- Enrollment in the program will be limited to the number of students that capacity will allow to maintain proper social distancing.

### **Water Fountains**

- Water fountains will be disabled and capped to avoid potential sharing.
- Parents are encouraged to send their children to school with personal water bottles.

### **Restrooms**

- Limited capacity in restrooms
- Face coverings must be worn in restrooms
- Restrooms will be disinfected throughout the day and after school

### **Cleaning/Disinfecting Procedures**

- Cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs.
- Areas used by groups will be cleaned and disinfected before the start of the school day.
- High-touch areas such as door handles, stair railings, elevator buttons, etc. will be disinfected after student arrival.
- Bathrooms will be cleaned and disinfected frequently during the school day.
- All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent feasible.
- Disinfecting should never be done by children (i.e. wipes, spray bottles for desks).
- Disinfecting will occur after routine cleaning is completed.
- Spray disinfecting will not be done when the space is occupied by children. If there are adults in the room, they will be advised that disinfecting is about to occur and given the opportunity to leave if they so desire.
- Daily procedures for cleaning and disinfecting will be completed in all student and staff areas in preparation for the next day.
- If the cafeteria is used for lunch and/or breakfast, tables will be wiped down and disinfected immediately following use.
- If eating in the classroom, tables and chairs will be cleaned to protect students with food allergies.
- Shared spaces will be cleaned throughout the school day.

### **Use of Facility by Outside Organizations**

- Initially and upon reopening, the CSI building 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.

### **Child Nutrition and Food Service**

Food service (breakfast and lunch) is provided to the students of CSI by the BPS District. CSI will work closely with district personnel to ensure that protocol for cleaning/disinfecting and social distancing are maintained.

- Students will eat in their classrooms unless there are children in the classroom diagnosed with life threatening food allergies.
- Classes with students with food allergies will eat in the cafeteria with social distancing practices in place. Students will wear masks when not seated.
- Lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on BPS guidance or policy.
- Students will sit 6 feet apart from one another in the cafeteria.
- School personnel will prohibit sharing of food and beverages.
- Adequate space will be reserved for students to observe social distancing while eating meals.

### **Transportation**

Bus transportation is provided to the students of CSI by the BPS District. At the present time, the District is developing policy and protocols to ensure the health and safety of students on school transportation.

- CSI will work closely with BPS, the provider of student transportation, to reduce density on district provided transportation.
- CSI will create a master schedule (within reason) to accommodate the BPS District's plan to reduce density on school buses and to allow for cleaning and disinfecting.
- When and where possible, parents are encouraged to transport their children to and from school.
- CSI will adhere to and support all directives given by BPS for safe transportation on District buses, including requiring that students wear masks when boarding a bus. Disposable face coverings will be provided to students who do not have their own when boarding the bus.
- Students will be required to wear facial coverings at all times while on the bus. Disposable face coverings will be provided to students who do not have their own when boarding the bus.

### **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. The effectiveness of these procedures will be evaluated throughout the year and revised as necessary. Specific procedures will be shared prior to the start of the school year with all constituent groups to address the following:

- An increase in parents dropping off and picking up children
- Parents no longer permitted to enter the building
- The use of two-way radios to call for a student when a parent arrives
- The possibility of staggered to ease congestion

### **Social-Emotional Well Being Mental Health**

- Members of the CSI Student Support Team (SST), which includes social workers and counselors, will check in with identified at-risk students. A member of the SST team will check in with these students (at minimum) on a weekly basis.
- When a teacher identifies a student at risk, based on behaviors such as lack of engagement, the teacher is the first level of intervention with the family. If concerns are still present, the teacher will make a referral to a member of the SST. If concerns are not remedied, the SST professional will involve the Head of School.
- The SST will disseminate contact information for a wide variety of services that families can access included community organizations, mental health and crisis services, counseling agencies, and childcare centers.
- Social workers and other members of the SST will be available for electronic office hours during periods of closure and/or remote instruction.
- Staff will receive ongoing training from Erie One BOCES on identifying and responding to at-risk students.
- A plan has been developed to continue to implement the Responsive Classroom Model in remote instruction to continue to connect students to the wider-school community and their classmates.
- Staff members in need of support or assistance will be referred to our Employee Assistance Program.
- Erie One BOCES will conduct virtual “self-care” seminars for staff beginning in August.
- Resources to support families and staff on relevant topics such as stress management and anxiety will be provided.

### **Instructional and/or Social Emotional Supports**

Teachers, teaching assistants, teacher aides and/or members of the SST will be utilized to provide support to students as follows:

- Daily check-in with students to support their IEP. This can include academic support, time management of assignments, etc. in accordance with the IEP goals and accommodations.
- Students identified by the SST will be provided support to assist the students and their families to remove barriers to education. This could include technology support, time management support, motivation/encouragement, opportunities for connections with a school staff member for social-emotional benefits and academic support.

### **School Schedule**

- Guidance has been consistent that if schools are able to open for face-to-face instruction or a hybrid (a combination of face-to-face and remote instruction), social distancing and limiting student interactions and movement as much as reasonably possible will be the expectation.
- A specific schedule cannot be developed until CSI sees the BPS district plan for transportation. Possible scenarios include but are not limited to the following:
  1. A hybrid model where students are divided into two cohorts with each cohort attending school on alternating days and participating in remote instruction on opposite days.

2. A hybrid model where students are divided into two cohorts with each cohort attending school on two consecutive days and participating in remote instruction on other days.
  3. A hybrid model where students are divided into two cohorts with each cohort attending school for one full week and participating in remote instruction on the opposite week.
  4. A hybrid model where students attend school for half a day (morning or afternoon) and participate in remote learning for the other half of the day.
  5. A totally virtual model where students will engage in online learning only.
- In a hybrid model, students would engage in online learning (asynchronous) using the online components of our math, reading, science, and social studies programs; recorded lessons; and hardcopy learning materials when not in the school building.
  - In the event that CSI has to begin the year with or transition to all remote instruction, a fixed schedule for all grade levels will be created to allow for a combination of real-time instruction (synchronous) and online programs (asynchronous). This fixed schedule will include “office hours” for teachers and student support professionals.
  - The schedule will be created in such a way as to adequately monitor student attendance daily, whether the student is engaged in face-to-face or remote instruction. Daily participation in all learning activities will be required and closely monitored through the school’s attendance tracking system.

### **Physical Education and Music**

- NYSDOH indicates 12 feet of social distancing for activities requiring exertion or projecting of voice/breath (i.e. aerobic exercise, singing, playing some woodwind and brass instruments, etc.). These parameters will be followed in the scheduling of these physical education and music classes.
- Outdoor Physical Education will be encouraged as much as possible.
- A distance of twelve feet will be required for all indoor physical education activities.

### **Minimum of 180 Days of Instruction**

- CSI will be providing a minimum of 180 days of student attendance as per NYS requirements. This 180-day requirement may need to be met through a combination of in-school and remote instruction.

### **Attendance and Chronic Absenteeism**

- Daily attendance will be recorded for any required instruction, whether face-to-face, remote, or hybrid.
- Attendance will be recorded by teachers in our student data management system (remote and in the building).
- Participation grades (which can include participation in synchronous learning, participation in discussion forums, engagement during office hours, etc.) may be a component of grading.
- The CSI attendance policy will apply to participation in remote instruction as well as in-school instruction. As per the CSI Charter, students who are excessively absent will be considered for possible retention.

- During the spring 2020 school closure, some families chose to disengage and not participate. In an effort to provide additional layers of support to families and to increase participation and engagement, we will utilize Instructional Support Personnel. This may be teacher aides, teaching assistants, teachers, or members of the SST who support a student and their family to increase engagement and participation/attendance.
- Students identified by the building principal (in consultation with the SST) will be provided support from teaching assistants or teacher aides to assist students and families in removing barriers to education. This could include technology support, time management support, motivation/encouragement, opportunities for connections with a school staff member for social-emotional benefits, and academic support.

### **Medically Vulnerable/High Risk Students**

- Vulnerable children are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children. Further, students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask are also considered vulnerable
- It is important for parents/guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.
- If parents would like to transition their children who are deemed vulnerable to face-to-face or hybrid instruction, planning and coordination regarding specific health and educational needs will be developed on a student-by-student basis.
- If the parents/guardians choose not to send their child back to school after consulting with their child's healthcare provider, vulnerable students will be offered a full virtual instructional model.

### **Technology and Connectivity (students)**

- Upon request by a parent or guardian, students will be assigned a Chromebook, which will allow students to engage with our Learning Management System (Google Classroom), email teachers, and access instructional programs and resources such as online textbooks, websites and programs to reinforce skills.
- Chromebook distribution will be prioritized for those households that do not have a computer.
- Families that do not have Wi-Fi and have no means of connecting to the Internet may request a personal hotspot for their home.
- Parents or guardians must assume full responsibility for the care and return of school-issued technology.
- School-issued technology is to be used for educational purposes only.

### **Technology and Connectivity (staff)**

- All teachers are provided devices such laptop computers for instructional purposes.
- Document cameras are available for teachers to provide instruction.
- Scanning devices are available in the school.

- All teachers are given access to a Zoom account.
- Teachers who do not have Wi-Fi and have no means of connecting to the Internet may request a personal hotspot for their home.
- School issued technology is to be used for instructional and school business purposes only.
- Staff must assume full responsibility for the care and return of school-issued technology.

### **Vetting Online Resources**

- In accordance with Education Law 2d and part 121, CSI is 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 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 and the teacher must first get approval from the Head of School.

### **Technology Support for Families**

- At the start of the school year, electronic orientation will be provided to families on the use of Google Classroom and other online resources that students will be required to use.
- Throughout the year, teachers will be available to assist parents and students in the use online learning tools adopted by the school.

### **Technology Support for Teachers/Staff**

- CSI is committed to supporting teachers to effectively teach in the hybrid/remote learning environment.
- Beginning in August, additional training will be provided by Erie One BOCES on synchronous and asynchronous learning
- Beginning in August, additional training will be provided by Erie One BOCES on the effective use of Google Classroom.
- Beginning in August, additional training will be provided on the effective use of the online components of FOSS Science, Newsela Social Studies, Open Court Reading, Math Expressions, and StudySync.
- Beginning in August, teachers will receive additional training on the use of ancillary programs such as Kahn Academy and Castle Learning.
- Erie One BOCES will provide ongoing training throughout the year on planning and executing effective remote instruction

### **Room Configuration to Maintain Social Distancing**

- As outlined in the Facilities section, preparation to reconfigure classrooms with a focus on increasing distance between students and the instructor as much as possible occurred during the summer of 2020. These steps included:
  - Removal of gathering rugs in classrooms
  - Removal of classroom gathering spaces

- Removal of unnecessary furniture to increase available space for social distancing
- Reallocation of classroom spaces/staff as needed
- Replacement of tables with desks

### **Instructional Equipment and Supplies**

- Procedures to limit sharing of equipment (PE equipment, musical instruments, OT/PT equipment, computer lab keyboards, etc.) have been established.
- Lessons will be developed limiting the sharing of equipment and supplies.
- Communal supplies will no longer be permitted.
- Procedures for cleaning of equipment that must be shared has been developed.

### **Academic Intervention and Progress Monitoring**

- Baseline assessments will be administered immediately upon the commencement of the new school year, and progress monitoring and benchmark assessments will be administered throughout the year. Assessments will include the following:
  - Running records (virtually or in person)
  - Fountas and Pinnell Reading Assessment (virtually or in person)
  - AIMSweb Math and Reading Progress Monitoring Assessments (in person)
  - Benchmark assessments from Open Court Reading and StudySync (virtually or in person)
  - Benchmark assessments from Math Expressions (virtually or in person)
  - Interim assessments utilizing released questions from prior NYS assessments (virtually or in person)
  - Other classroom performance measures (virtually or in person)

### **Learning Management System**

- CSI will utilize Google Classroom as its Learning Management System (K to grade 6) for the posting of assignments, instructional resources, and links to online assessments.
- Additionally, teachers may use other Ed Law 2-d compliant methods of communication with parents such as email, telephone communications or the communication apps.
- Teachers will receive additional training from Erie One BOCES on the effective use of Google Classroom.
- Students will receive an orientation to Google Classroom at the start of the year, either in person or virtually.
- Parents will receive an orientation to Google Classroom at the start of the year virtually.

### **Special Education and Related Services**

- In developing our reopening plans, the CSI has considered IDEA and the needs of our students with disabilities to the fullest extent possible and ensures the provision of a Free and Appropriate Public Education (FAPE).

- Least Restrictive environment (LRE) has been and will continue to be central in decision making on an individualized basis to ensure that every student has access to their grade-level standards and makes educational progress.
- CSI will continue to work closely with the BPS Committee on Special Education (CSE) to ensure effective communication and parental involvement.
- CSI recognizes that the role of the parent/guardian in the IEP process is critical. Parents of students with disabilities are always encouraged to be a part of the decision-making process and attend the CSE meetings. CSI will continue to work with the BPS CSE to ensure that parents are contacted and have means to participate in virtual CSE meetings.
- CSI will continue to participate in the BPS District virtual CSE meetings until such time the health and safety of all parties can be ensured.
- CSI will continue to work with the BPS CSE to maintain its obligation to locate, evaluate and identify students with disabilities who are in need of special education and/or related services despite the challenges of the impact of school closures.
- With the health and safety of all individuals in mind, CSI has been working with the BPS District CSE to implement a plan for conducting evaluations with the following outcomes in mind:
  - identifying evaluation components that may be performed remotely
  - utilizing existing available information that may be appropriate to meet the required components of the initial evaluation
  - Identify any components of the initial evaluation that requires face to face and work with the parents to conduct the evaluation at a mutually agreeable time, when health and safety measures can be satisfied
- CSI will work with the BPS CSE to develop Recovery Services when students return based on students' progress toward IEP goals and possible regression. Recovery services will be based on whether or not a student was able to make appropriate progress during the COVID-19 closure.
- CSI will ensure the continuity of services to support the IEP in the event of a school closure through specific grade level virtual schedules.
- During the month of August, CSI staff will identify special education activities that were successful in meeting the unique needs of students with disabilities during remote learning.
- Considerations will be made for students who may require continued remote instruction full time due to underlying health conditions and are at risk.
- Whenever necessary, therapists will deliver related services through teletherapy.
- Appropriate PPE will be purchased for all related service therapists to enable them to conduct therapy sessions effectively and safely in face-to-face sessions.

## **ELL/MLL**

- Communications and translations to parents/guardians will be in their preferred language and mode of communication.
- Instructional Units of Study will be provided to all English Language Learners (ELLs) based on their most recently measured English Language Proficiency, including former ELLs.
- ENL teachers will continue to work with ELLs to help them to acquire fluency in English, both in spoken and written word, either during face-to-face instruction or virtually.



- ENL teachers will continue to provide resources to teachers of ELLs to incorporate in face-to-face and virtual instruction.

**Appendix 1 - Health Questionnaire Screening Form for Coronavirus (COVID 19)**

**Symptoms of COVID-19**

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 and should not attend school or work.

- |   |                    |
|---|--------------------|
| 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                    | Nausea or vomiting |
| Diarrhea                                    |                    |

Questions for COVID screening:

1. Have you knowingly been in close proximate contact in the past 14 days with anyone who has tested positive for COVID 19?
2. Have you tested positive for COVID 19 in the last 14 days?
3. Have you experienced any symptoms of COVID 19 in the past 14 days?
4. In the last 14 days, have you traveled from another state or country for which New York requires a mandatory self-quarantine period?
5. If you answered yes to question #4, have you completed the 14 day self-quarantine as currently required by New York State?

**When to Seek Immediate Emergency Medical Attention**

Look for emergency warning signs\* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- 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 medical provider for any other symptoms that are severe or concerning to you. Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.

Date Questionnaire was completed: \_\_\_\_\_ Initials: \_\_\_\_\_

**Appendix 2 - Return to School Note when NO Covid-19 TESTING Performed**

Student Name \_\_\_\_\_

Date Sent Home \_\_\_\_\_

Reason Sent Home \_\_\_\_\_

I, \_\_\_\_\_ (print parent/guardian name), verify that:

\_\_\_\_\_ (child's name)

1. has not had a fever above 100.4 for 3 consecutive days with no medication given
- AND**
2. that \_\_\_\_\_ symptoms have resolved **and** 10 days from start of symptoms has passed.

Known exposure date must be 14 days  
from \_\_\_\_\_

Parent Signature \_\_\_\_\_

**Appendix 3 - Expectations for Video Conferencing**

<b>We are:</b>	<b>Safe</b>	<b>Responsible</b>	<b>Respectful</b>
Entering a Google Meet or Zoom Meeting	<ul style="list-style-type: none"> <li>• Choose a calm, distraction free space to sit</li> <li>• Use equipment as intended</li> <li>• Use kind words and faces</li> <li>• Only join meetings you have been invited to</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time and ready to learn</li> <li>• Start class charged or plugged in</li> <li>• Have materials ready</li> <li>• Use the chat for questions and comments related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Video on at all times</li> <li>• Audio off (i.e. mute)</li> <li>• Use chat with classmates for first 5 minutes</li> <li>• Show self-control of your body</li> <li>• Wear appropriate clothing</li> <li>• Respect your classmates' and teacher's privacy: do not photograph, record, and share</li> </ul>
Teacher-Led whole group instruction	<ul style="list-style-type: none"> <li>• Use the chat to ask for help</li> <li>• Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions (voice or chat) when you have them</li> <li>• Be present and participate; avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>• Video on at all times</li> <li>• Audio off</li> <li>• Use chat with classmates for first 5 minutes</li> <li>• Show self-control of your body</li> <li>• Wear appropriate clothing</li> <li>• Respect your classmates' and teacher's privacy: do not photograph, record, and share</li> </ul>
One-on-One Instruction	<ul style="list-style-type: none"> <li>• Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions out loud when you have them</li> <li>• Try your best</li> <li>• Be present and participate; avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>• Video on at all times</li> <li>• Audio on</li> <li>• Listen attentively</li> <li>• Answer questions out loud on cue</li> <li>• Show self-control of your body</li> <li>• Wear appropriate clothing</li> <li>• Respect your classmates' and teacher's privacy: do not photograph, record, and share</li> </ul>

<p>Small Group Activities</p>	<ul style="list-style-type: none"> <li>• Encourage others to participate</li> <li>• Use kind words and faces</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage each other to stay on topic</li> <li>• Complete the work together</li> <li>• Use "Raise Hand" button if you have questions</li> <li>• Be present and participate; avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>• Video on at all times</li> <li>• Audio on</li> <li>• One speaker at a time: wait to use chat to respond when others are talking</li> <li>• Respect others' cultures, opinions and viewpoints</li> <li>• Show self-control of your body</li> <li>• Wear appropriate clothing</li> <li>• Respect your classmates' and teacher's privacy: do not photograph, record, and share</li> </ul>
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## Appendix 4 – Responsive Classroom First Six Weeks of School Online

### **Online School: What can we learn from Responsive Classrooms' First Six Weeks of School?**

#### **What kinds of things do we learn in the first weeks of school and how does that translate to an online environment?**

- We acknowledge what students imagine the year will be like and what they will learn, we do a project where they tell us about themselves, we let them share their “hopes and dreams.”
  - We can do a project online that is an “about me” project. We can ask them about their “hopes and dreams” for online learning.
- We introduce ourselves (teachers) and also have students meet other staff members that they will interact with.
  - They may know us by now, but they don't know the other members of your household (people and pets), so introduce them!
- We create rules for behavior, raising hands, leaving the classroom, that sort of thing.
  - We will establish protocols for getting teacher attention, how to get help, etc.
- We practice routines.
  - What will we do each day? How does this fit into your home schedule?
- We establish group discussion protocols and teach the roles of each member.
  - How do you take turns online? How do you do a group discussion when not everyone is online live?
- We go out and visit every area of the school we will be in and learn and practice the rules for each one.
  - We would visit each website and workspace and explain how they work and what to do. This could be recorded or could be live on Zoom.
- We give them a place to sit, and a place to keep their things.
  - Where do you store your materials at home? What is the space you work in at home?
- We make a schedule, and make sure there are breaks.
  - We should do a modified version of this online, allowing for rest, and for fun Brain Breaks.
- We explain where to put finished work.
  - We show them how to turn in work online (through videos, or live online).
- We explain what is available in the class for early finishers.
  - What are the extra materials that are available?
- We ask them what they did during the summer.
  - What have you done while we are socially distancing? What have you seen other people do?
- We play games to establish a rapport with each other.
  - Kahoot, would you Rather, Riddle/Joke of the Day, Song of the Week, Name the Day
- How much time are we on task per day?
  - What is the longest that we expect students to be on task?
- We take breaks every 20 – 30 minutes, and recesses and lunch as well.
  - Students should NOT be working for four hours straight at home. What will this actually look like? How do we communicate this with parents and students?

## Useful Links for Parents, Teachers, and Community Members

### Handwashing Poster for Elementary Schools

<https://drive.google.com/file/d/1xPPQvhL0TcbJDXTefNR13fnasLiWb3qc/view?usp=sharing>

### Handwashing Poster for the Workplace

[https://drive.google.com/file/d/14GMF\\_OgoICOI2xcgs2FP1MFQGHa3LT47/view?usp=sharing](https://drive.google.com/file/d/14GMF_OgoICOI2xcgs2FP1MFQGHa3LT47/view?usp=sharing)

### Handwashing Poster for Parents

[https://drive.google.com/file/d/1KNwVBvC7mDgXNJFJ7YY\\_00Hs81hp5LeJ/view?usp=sharing](https://drive.google.com/file/d/1KNwVBvC7mDgXNJFJ7YY_00Hs81hp5LeJ/view?usp=sharing)

### COVID-19 Prevention Sheet

[https://drive.google.com/file/d/1\\_DL30teBHUEEncRQp2nxEhig\\_aRJ5fV/view?usp=sharing](https://drive.google.com/file/d/1_DL30teBHUEEncRQp2nxEhig_aRJ5fV/view?usp=sharing)

### COVID-19 Facts

<https://drive.google.com/file/d/1QrGt6ViiHbFCr6dN4Mlffbm9F22pJudE/view?usp=sharing>

### How to Wear a Cloth Face Mask Safely

<https://drive.google.com/file/d/1HwoiAFY8NXjIGONFCoXcyYtOJ6H67AVc/view?usp=sharing>

### COVID-19 Symptoms Flowchart

<https://drive.google.com/file/d/1ZJ4Is6k0qdLym8QLLpUfc6372zEqNAiT/view?usp=sharing>