

Lockport City School District

School Reopening Plan 2020-2021 School Year July 31, 2020



LION PROUD * LION STRONG

The plan includes procedures that will be followed in the following schools/district buildings:

John Pound Early Childhood Center
Anna Merritt Elementary School
Charles Upson Elementary School
George Southard Elementary School
Roy B. Kelley Elementary School
Emmet Belknap Intermediate School
North Park Junior High School
Lockport High School
Lockport High School West at Charlotte Cross
Board of Education Administration building
State Street Facilities building
North Park Annex Facilities building

www.LockportSchools.org/Reopening

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Introduction

In March of 2020, schools in New York State closed abruptly as part of an executive order by Governor Cuomo in response to the coronavirus, and schools pivoted to a full remote learning model within a few days.

As you know, school districts in New York State received school reopening guidance from the New York State Education Department (NYSED) and the New York State Department of Health (DOH) in mid-July. Both documents recognize the importance of balancing education equity for all students and the health, safety, and well-being for all people.

By July 31, all districts are required to create and post Reopening Plans on the district website. For Lockport, you will find the district's reopening plan at www.lockportschools.org/reopening. You will notice three models of instruction included in the plan. They are in-person, hybrid, and remote. In Lockport, the hybrid model will be implemented for all students prekindergarten through grade 12 beginning Tuesday, September 8, 2020. In other words, students will be assigned by the primary family last name to either a BLUE day or a GOLD day and report to school for in-person instruction every other day. When students are not in school on the assigned day, they will participate in remote learning from home following a schedule from their teacher. Faculty and staff will be returning to school on September 1 and reporting daily. Due to social distancing requirements, a full in-person model of instruction is impossible at this time.

It is important to note that the reopening plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of students is a priority and therefore addressed within the plan. Some students will be attending school on a daily basis based on individual needs or legal requirements.

The reopening of school is a coordinated process and incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH), and the New York State Education Department (NYSED). It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor.

When school is reopened, you will notice the physical spaces in school buildings may be reconfigured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. The District will follow health guidance related to social distancing and other safety measures that must be put in place, including wearing face coverings in school. Teachers will provide mask breaks for students throughout the school day, and also help students follow mask etiquette and understand the purpose of wearing face coverings in school. All students are required to wear a face covering and should maintain appropriate social distancing while riding the school bus.

It is very important that everyday precautions are taken to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities. They include:

- Staying home if you feel sick. The most common symptoms of COVID-19 are fever, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of smell or taste,

sore throat, congestion or runny nose, nausea or vomiting and/or diarrhea. Students and staff exhibiting these signs should not come to school or work.

- Covering your nose and mouth with an acceptable face covering
- Adhering to social distancing instructions
- Reporting symptoms of, or exposure to, COVID-19
- Following hand hygiene, and cleaning and disinfection guidelines. Daily cleaning will include high touch surfaces in classrooms, office, and restrooms.
- Following respiratory hygiene and cough etiquette
- Conducting temperature checks for all individuals every day before reporting to school. Parents are expected to perform a health screening prior to a child boarding a bus or being dropped off at school. If the child has a temperature of 100 or higher, the child should stay home from school and a physician should be contacted.
- Limiting the number of visitors on school grounds or in school facilities

The District will coordinate with local health officials if an infected person has been in a school building. These officials will help the District take appropriate action.

Our knowledge and understanding of the COVID-19 virus continues to evolve, and our policies and plans will be updated as appropriate as more information becomes available. As a learning community, we will begin to normalize new routines and procedures, be role models for students, maintain consistent communication with parents, and be thoughtful and responsible in our approach to ensure that the issues of health, safety, and educational equity are at the forefront of every decision.

The reopening and return to school may not satisfy everyone, will likely involve adjustments and modifications along the way, and require flexibility, patience, and cooperation from all. We must work together to reopen responsibly, safely, and gradually.

Thank you to all members of the **School Reopening Committee** including community and parent representatives, thanks to all members of the **District Reopening Leadership Team** including representatives from all bargaining units. Thank you to everyone who participated in the recent surveys. The results provided direction in the development of the plans.

The Lockport City School District's Reopening Plan provides assurances as established by the New York State Education Department (NYSED) and the New York State Department of Health (NYSDOH) for moving forward in making the return to school in 2020-2021 a safe and successful one for all during these unprecedented times.

The reopening plans are divided into the mandatory elements as outlined in NYSED's Reopening Guidance document and in the guidance released by NYSDOH on July 13, 2020. A short description of each element is provided below.

Communication:

Describes how the district/school will communicate with parents, faculty and staff, and students regarding information on COVID-19 and related topics.

Health and Safety:

Focuses on preventive actions that schools will be required to comply with including performing health checks and screenings per DOH guidance, recognizing signs and symptoms of illness in students and

staff, developing plans to maximize social distancing, developing plans to manage and isolate ill persons until they can be sent home, instructing students and staff in proper hand and respiratory hygiene, requiring wearing appropriate face coverings, and developing cleaning and disinfecting procedures for the school in accordance with CDC and DOH guidance.

Facilities:

Promotes social distancing while maintaining existing safety requirements designed to protect students. Schools must continue to conduct mandatory fire and lockdown drills in a manner that maintains social distancing at exits and gathering points.

Child Nutrition:

Provides all enrolled students with access to school meals each school day whether school is in-person or remote while addressing all applicable health and safety guidelines, ensuring compliance with Child Nutrition Program requirements, and communicating with families through multiple means in the languages spoken by families.

Transportation:

Collaborates with the district's transportation provider on performing regular school bus disinfection measures, and training school bus staff regarding social distancing on the bus, at stops, and at unloading times. Students will wear face coverings and social distance on the bus. The district will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities – just as the district always has.

Social Emotional Well-Being:

Supports school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

School Schedules:

Creates a comprehensive plan for a schedule that includes in-person instruction, remote instruction, or a hybrid of both in-person and remote. All plans should be clearly communicated, with as much advance notice as practicable, to students, families, and staff.

Attendance and Chronic Absenteeism:

Focuses on the academic consequences of lost instructional time and address absences before students fall behind in school. It is critical for schools to use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.

Technology and Connectivity:

Possesses knowledge of the level of access all students and teachers have in their places of residence and to the extent practicable, addresses the need to provide devices and internet access to students and teachers who currently do not have sufficient access, and provides multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models. In addition, schools and districts should provide instruction on using technology and IT support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.

Teaching and Learning:

Requirements include clear opportunities for equitable instruction for all students, continuity of learning when using any instructional model, standards-based instruction, substantive daily interaction between teachers and students, and clear communication plans between parents and schools.

Special Education:

Requirements include providing a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services, meaningful parent engagement regarding the provision of services to their child, collaboration between Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served, access to the necessary instructional and technological supports to meet the unique needs of students, and documentation of programs and services and communications with parents.

Bilingual Education and World Languages:

Aligns policies to the [Blueprint for ELL/MLL Success](#), ensures coordination content and ENL/BE teachers, adopts progress monitoring tools to measure ELL proficiency, provides social-emotional learning supports to ELLs in their home language, continues utilizing technology in ELL instruction, supports SIFE and other vulnerable populations, ensures EMLL Profile supports early learning, and supports completion of the NYS Seal of Biliteracy.

Staffing and Human Resources:

Ensures that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment, continues to utilize incidental teaching when determining how to staff their classrooms, employs substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment, works with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction, and considers whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model.

Please note that as of the date of this document, no athletic or extracurricular activities will be occurring. Athletic activities will be allowed as per guidance set forth by the New York State Public High School Athletic Association (NYSPHSAA) and Section VI. Extra curricular activities will be reviewed throughout the fall and will commence when it is safe and appropriate to do so.

This document is fluid and will change as necessary based on guidance from CDC, NYSDOH, NYSED, along with specific district/building information as it becomes available.

Communication/Family and Community Engagement

ASSURANCES:

1. *The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.*

The District engaged in multiple meetings with various stakeholder groups that included: Lockport Board of Education members, district level administration, building principals, teachers and related service providers, custodial and maintenance department members, collective bargaining unit representatives (administrators' union, teachers' union, support staff union, substitute teachers' union), health care providers (district school nurse department chairperson, school physician, Niagara County health director), transportation director, food service director, parents and PTA representatives, UPK collaborating agency representatives, local nonpublic school representative, and Orleans/Niagara BOCES Safety Risk Specialist. In addition, electronic surveys were distributed to staff, parents and students to secure supplemental information and input.

LOCKPORT CITY SCHOOL DISTRICT School Reopening Committee July 2020

Karen Young, Board of Education President
Kyle Lambalzer, Board of Education Member
Martha Kershaw Ed.D, Board of Education Member
Michelle T. Bradley, Superintendent of Schools
Lisa Schrader, Assistant Superintendent for Personnel
Deborah Coder, Assistant Superintendent for Finance and Business Management
Marianne Currie-Hall, Executive Director of Educational Services
Robert LiPuma Ph.D, Director of Technology, Data Security, and Communications
Stacey Aliasso, Director of Special Education
Holly Dickinson, Director of Grants and District/Community Programs
Todd Sukdolak, Director of Health, Wellness, and Athletics
Sheila Murphy, Director of Student Services
Dawn Wylke, Principal, Lockport High School
Bernadette Smith Ed.D, Principal, North Park Junior High School
Paul Kowalski, Principal, Emmet Belknap Intermediate School
Jennifer Gilson, Principal, Charles Upson Elementary School
Heather Walton, Principal, Roy B. Kelley Elementary School
Patricia McMahon, Principal, Anna Merritt Elementary School
Deanna Schmitt, Principal, George Southard Elementary School
Karen Rahill, Principal, DeSales Catholic School
Mary Brennan Taylor, YWCA, Vice President of Programs
Sylvia Batpiste, YWCA

Tom Heagerty, Aramark, Food Service Director
Kevin Love, District Transportation Liaison
Gary Woodcock, General Manager, STA/RRE
Aaron Smith, STA/RRE Representative
Leon Szczerbinski, O/N BOCES Safety Risk Specialist
Russell Buckley, LASA President
Gregory Bronson, LEA President
Joseph Flaherty, LEA Executive Committee
Shawn Haley, LEA Executive Committee
Cheryl Larkin, LEA Executive Committee
Steve Young, LEA Executive Committee
Mary Ann Guyett, LSEA President
Chuck Hackmer, LSEA Executive Committee
Julie Raff, LSEA Executive Committee
Ruth Eaton, LSEA Executive Committee
David Chanin, LSTU President
William Mackmer, LSTU Executive Board
Lisa Dannebrock, LCSD Nurse Department Chair
Tim Parker, Director of School Facilities/Operations
Kevin Guay, District Safety Officer
Dr. William Baier, LCSD School Physician
Daniel Stapleton, Niagara County Public Health Director
Stephanie Wrobel, Parent Member, Secondary Level
Beth Mitchell, Parent Member, Junior High Level
Deanna Lute, Parent Member, Intermediate Level
Jocelyn Welton, Parent Member, Elementary Level

2. The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing web pages, text and email groups, and/or social media groups or posts.

The Lockport City School District has developed a website for organizing relevant and important information related to Lockport's school reopening plans. The District already has a district-wide communication plan so the new web space will help build on that plan to address the unique and critical needs related to our reopening and parents' specific concerns and questions. The District also maintains a COVID-19 web space and an Online Learning web space and when used together, puts all of the information in one place that is easy to navigate. The District uses a global calling communication system to maintain communication with established user groups including students, parents, staff, community members, and Board of Education members to maintain regular communication and alert people during an emergency. The District global calling system helps to coordinate all communication notices across multiple media including phone, email, text messaging, web postings, and social media postings. In addition, all parents have access to our Parent Portal and all students have access to our Student Portal for academic information.

3. The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

In collaboration with the school physician and through the use of mandatory training videos for staff and student training, instructional modules, videos, and charts have been developed to address proper hand washing, respiratory etiquette, donning and doffing of face coverings, and social distancing. These will be shared with all staff and students during the first week of school and throughout the school year as needed.

4. The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.

The District has created Lockport-specific signage (in both English and Spanish) that will be affixed to surfaces throughout all buildings. Signs will address topics that include proper hand washing, use of face coverings, social distancing, use of hand sanitizer, identifying symptoms of illness, and directional arrows for foot traffic flow. Buildings have been instructed to place signs as indicated below:

Reminder notices will be placed in identified areas:

- **Clean hands posters (3) - all kitchens and bathrooms**
- **Wear face covering (1) - throughout hallways, near time clocks, at every entrance to the building**
- **Social distancing (1) - throughout hallways, main offices**
- **Use hand sanitizer (1) - copy machines, postage meters, mailboxes, time clocks**
- **No entry (1) - doors to all rooms not needed**
- **One person at a time (1) - small rooms & space**

In addition, six foot social distancing markers will be affixed to floors throughout the district primarily in offices near staff desks, in hallways, in classrooms, in cafeterias, in auditoriums, and in gymnasiums as identified by building administrators. In consultation with the school physician and through the use of mandatory training videos for staff and student training, instructional modules, videos, and charts have been developed to address proper hand washing, respiratory etiquette, donning and doffing of face coverings, and social distancing.

5. The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

Lockport City School District has the ability to communicate in different languages through our student information system when sending out written information, and the District website can be automatically translated to many different languages by the user via a click of a button. Material posted on our website is available in multiple languages. The District has been and will remain committed to being compliant with all ADA needs and monitors all postings for compliance.

Health and Safety

ASSURANCES:

1. Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health.

District staff reviewed current and projected student enrollment data to assist with determining the students that will be scheduled to attend school on Blue days and Gold days. Facilities Department staff members walked through all district school buildings to assess room capacity of instructional and non-instructional spaces. Specific information was shared with building administrators who consulted with their building custodial staff to arrange rooms to allow for maximum social distancing. Instructional staff will be expected to offer face covering breaks for students throughout the day while maintaining six feet of social distancing. Based on the continued ability to access a particular local vendor of PPE products, the District believes that appropriate PPE will be available as needed for students and staff. Specific information regarding the availability of safe transportation is included below in the Transportation section of the plan. Following the most recent consultation with the Niagara County Department of Health, there is not a present concern identified with local hospital capacity at the four closest sites (Kaleida DeGraff Memorial Hospital, Niagara Falls Memorial Medical Center, Mount Saint Mary's Hospital, and Eastern Niagara Hospital). Local hospital capacity can be found at https://profiles.health.ny.gov/hospital/bed_type/Total+Beds. The District will continue to work with the Niagara County Department of Health and local hospital partners for situational awareness as needed. The District will continue to engage in communications with the Niagara County Department of Health on this topic.

2. Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.

The District engaged in multiple meetings with various stakeholder groups that included: Lockport Board of Education members, district level administration, building principals, teachers and related service providers, custodial and maintenance department members, collective bargaining unit representatives (administrators' union, teachers' union, support staff union, substitute teachers' union), health care providers (district school nurse department chairperson, school physician, Niagara County health director), transportation director, food service director, parents and PTA representatives, UPK collaborating agency representatives, local nonpublic school representative, and Orleans/Niagara BOCES Safety Risk Specialist. In addition, electronic surveys were distributed to staff, parents and students to secure supplemental information and input.

3. Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

The District has created Lockport-specific signage (in both English and Spanish) that will be affixed to surfaces throughout all buildings. Signs will address topics that include proper hand washing, use of face coverings, social distancing, use of hand sanitizer, identifying symptoms of illness, and directional arrows for foot traffic flow. Buildings have been instructed to place signs as indicated below:

Reminder notices will be placed in identified areas:

- **Clean hands posters (3) - all kitchens and bathrooms**
- **Wear face covering (1) - throughout hallways, near time clocks, at every entrance to the building**
- **Social distancing (1) - throughout hallways, main offices**
- **Use hand sanitizer (1) - copy machines, postage meters, mailboxes, time clocks**
- **No entry (1) - doors to all rooms not needed**
- **One person at a time (1) - small rooms & space**

In addition, six foot social distancing markers will be affixed to floors throughout the district primarily in offices near staff desks, in hallways, in classrooms, in cafeterias, in auditoriums, and in gymnasiums as identified by building administrators. In consultation with the school physician and through the use of training videos for staff and student training, instructional modules, videos, and charts have been developed to address proper hand washing, respiratory etiquette, donning and doffing of face coverings and social distancing.

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

The school district physician has developed and shared specific information regarding the instruction for staff to observe for signs of illness. Staff will be instructed on the steps to follow when they come in contact with a student or staff member who appears to be exhibiting signs of illness. School nurses have participated in meetings with the school district physician to gather specific information on identifying and managing signs of illness and communicating with staff, students and parents about the coronavirus. Information gleaned from these meetings will also be shared with faculty, staff, and parents/guardians.

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

Prior to the start of each school day all district staff will be instructed to visit the school nurse to secure a temperature screening. School nurses and other staff will be provided with no-touch thermometers and appropriate PPE to complete the temperature screenings. Upon entry into the school building all students will participate in a temperature screening. If a staff member or student presents with a temperature above 100 degrees, the school nurse will be contacted by

telephone to determine next steps. A temperature screening protocol has been developed by the school physician and will be shared with all staff. Training will be provided by school nurses for screeners. Screeners will wear a face covering when screening.

In addition, all staff, visitors, contractors, or other adults will be expected to complete a medical screening questionnaire electronically upon entry into any district building. This questionnaire has been made available to staff to submit via a telephone, tablet, lpad or computer using a link or QR Code. Responses to the medical screening questionnaire are reviewed throughout each school day by the Assistant Superintendent for Personnel, who also happens to be one of the Board of Education approved district HIPAA compliance officers. Individuals are contacted by the Assistant Superintendent for Personnel each time a positive response is identified on the questionnaire.

Questions included on the medical questionnaire are:

- Do you currently have any of the following symptoms - fever, cough, runny nose, shortness of breath, sore throat, recent loss of taste, recent loss of smell, upset stomach?
- If you are experiencing any of the symptoms listed above, have you contacted your physician?
- Is anyone living at home with you ill? If so, explain.
- Within the past 2 weeks have you been exposed to anyone suspected of or diagnosed with COVID-19?
- Have you traveled out of the Western New York area within the past 2 weeks?

6. Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

If a staff member or student presents with a temperature above 100 degrees or with any of the symptoms outlined in the COVID-19 screening protocol developed by the school physician, the school nurse will be contacted by telephone immediately. The school nurse will assess the individual and place them in the isolation rooms identified by administrative and maintenance staff for each individual school building as appropriate.

Parents/guardians will be contacted immediately when a student presents with symptoms that warrant medical attention or removal from school. While in the isolation room students or adults will be provided with a clean face covering and face shield. The District will maintain open lines of communication with the district physician and Niagara County Department of Health for any individuals that warrant this level of support and guidance.

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

Any student or staff member with new symptoms that are consistent with COVID-19 infection should be sent home from school. New symptoms means symptoms that are not consistent with the pattern of previously known chronic medical condition(s) for any individual. If a staff member or student presents with a temperature above 100 degrees or with any of the symptoms (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) outlined in the COVID-19 screening protocol developed by the school physician, the school nurse will be contacted by telephone immediately. The school nurse will assess the individual and place them in the isolation rooms identified by administrative and maintenance staff for each individual school building as appropriate.

Parents/guardians will be contacted immediately when a student presents with symptoms that warrant medical attention or removal from school. When the parent/guardian arrives at school to retrieve the student, the student will be escorted outside by the school nurse. The District will maintain open lines of communication with the district physician and Niagara County Department of Health for any individuals that warrant this level of support and guidance.

The isolation rooms that have been identified for each building are:

- i) Lockport High School - room next to nurse's office
- ii) Lockport High School West at Charlotte Cross - conference room, ALC room
- iii) North Park Junior High School - room 112
- iv) Emmet Belknap Intermediate School - room 115
- v) Roy B. Kelley Elementary School - office next to faculty room
- vi) George Southard Elementary School - speech room
- vii) Charles Upson Elementary School - office space next to Principal
- viii) Anna Merritt Elementary School - room 130A
- ix) Board of Education - lunchroom
- x) State Street Garage Facility - garage area
- xi) Corinthia Garage Facility - garage area
- xii) John Pound Early Childhood Center - faculty room across from main office

8. Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.

Visitors/volunteers will be limited on the school campus. Parents and guardians will report to the main office. Essential visitors are required to wear face coverings and will have restricted access to school buildings. Visitors will have their temperature taken upon arrival. All visitors, guests, contractors and vendors who do enter any school building will be directed to complete the electronic medical questionnaire and will be required to have a face covering. A face covering will be provided by the District if needed. This questionnaire has been made available to staff to submit via a telephone, tablet, Ipad or computer using a link or QR Code. Responses to the medical screening questionnaire are reviewed throughout each school day by the Assistant Superintendent for Personnel, who also happens to be Board of Education approved and one of the district HIPAA compliance officers. Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention. Visitor log documents must be maintained in each office.

Individuals are contacted by the Assistant Superintendent for Personnel each time a positive response is identified on the questionnaire. Any unnecessary visitors, guests, contractors, or vendors will not be authorized on school grounds until further notice. Student teachers will be

supported in district buildings. These individuals would be expected to complete the daily temperature screening and medical questionnaire.

9. Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

The school nurse department chairperson, in consultation with the school physician, will develop information to be shared with parents/guardians. This information will be included on the district website and emailed to parents/guardians.

10. Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

The District has created Lockport-specific signage that will be affixed to surfaces throughout all buildings. Signs will address topics that include proper hand washing, use of face coverings, social distancing, use of hand sanitizer, identifying symptoms of illness, and directional arrows for foot traffic flow. Buildings have been instructed to place signs as indicated below:

Reminder notices will be placed in identified areas:

- Clean hands posters (3) - all kitchens and bathrooms
- Wear face covering (1) - throughout hallways, near time clocks, at every entrance to the building
- Social distancing (1) - throughout hallways, main offices
- Use hand sanitizer (1) - copy machines, postage meters, mailboxes, time clocks
- No entry (1) - doors to all rooms not needed
- One person at a time (1) - small rooms & space

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene.

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
 - Use of paper towels or touch-free paper towel dispensers where feasible;
 - Encouraging frequent hand washing.
- Students and staff should wash hands as follows:
 - Upon entering the building and classrooms;
 - Before and after eating;
 - After using the bathroom;
 - After helping a student with toileting;
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled;
 - When handwashing is not available use a hand sanitizer.
- Hand Sanitizer - At times when hand washing is not available students and staff may use hand sanitizer. Students must be monitored and supervised when using hand sanitizer.

Using hand sanitizers should include:

- **Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;**
- **Placement of sanitizer dispensers should be located near entrances and throughout common areas.**

11. Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

All faculty, staff, students and visitors must follow posted signage and communicated requirements regarding social distancing practices and expectations. Six foot social distancing marking tape will be affixed to floors throughout the district primarily in offices near staff desks, in hallways, in classrooms, in cafeterias, in auditoriums, and in gymnasiums as identified by building administrators. Instructional modules and charts have been developed to address proper hand washing, respiratory etiquette, donning and doffing of face coverings, and social distancing. In-person gatherings will be limited as much as possible and we will use tele-conferencing or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.

12. Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

The District corresponded with staff to inquire about any individuals who may have a concern about returning to work. Staff members then were consulted for additional information via telephone or email by the Assistant Superintendent for Personnel. The District facilitated a second survey to staff asking for more specific information once the expected school reopening plan was further defined, developed and shared with staff. The District (Personnel Office) will engage in the interactive process with any staff member who may have a medical or other concern that warrants a specific accommodation. Appropriate medical and other documentation will be secured and reviewed prior to a decision on the provision of accommodations is made. The District is planning for the provision of remote instruction to students who are unable to attend due to medical reasons or whose parent is hesitant to return their child to in-person instruction. A parent survey was developed and sent to parents to determine specific student data with regard to return to school. Individual parents/guardians will be contacted to discuss the specific family situation in greater detail and develop an appropriate plan. Some staff may be authorized to teach or work remotely as a means of accommodating their medical or other circumstance.

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

All employees, visitors, and students will be required to wear a face covering when entering or exiting a district or school building, while in classrooms and offices, when unable to social distance at least six feet, when navigating in hallways, common areas, and multiple stall restrooms. During instruction, mask breaks will be provided for students. Reminders for face covering use will be affixed throughout district buildings. The District will have disposable and cloth face coverings available for use by students, staff, or visitors. Face covering must be

replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. 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. Appropriate medical documentation must be provided.

14. Each school and/or district reopening plan has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their face coverings, and PPE for use by school health professionals.

All faculty, staff, students, and visitors must follow all posted signage regarding PPE practices and expectations. The District has secured a supply of disposable face coverings, cloth face coverings, N95 masks, disposable gloves, reusable face shields, personal, classroom and wall mount hand sanitizers, disinfectant wipes, and disinfectant spray. The District is working to secure cloth and paper gowns, eye goggles, enclosed face shields, portable disinfection units, and polycarbonate materials to offer distance between students and staff. A supply of disposable face coverings will be provided to the transportation company to use when any student enters the bus without a face covering in their possession. Face covering breaks will be provided for students throughout the day. Students should be seated and socially distanced during the face covering break.

15. Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

The District will be in immediate and direct communication with the Niagara County Department of Health and school physician should there be a confirmed case of COVID-19 in a school or district building. The District will cooperate with contact tracing efforts while maintaining confidentiality required by state and federal law and regulations. The District will take direction from the Niagara County Department of Health on steps to be implemented given each specific incident.

Emergency Response - Students and staff with symptoms of illness must be sent to the health office. A school nurse is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient.

- **Isolation** - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, face coverings will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:
 - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - Opening outside doors and windows to increase air circulation in the area;

- **Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;**
 - **Cleaning and disinfecting all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.**
 - **Once the area has been appropriately cleaned, disinfected, and dry it can be reopened for use;**
 - **Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.**
- **Notification - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff, and visitors.**

Any school closure considerations will be determined on a case by case basis and in consultation with the Department of Health.

16. Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

Protocols and procedures have been established, in consultation with the local health officials, about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

- 1. Documentation from a health care provider following evaluation**
- 2. Negative COVID-19 diagnostic test result, if permitted to receive**
- 3. Symptom resolution, or if COVID-19 positive, release from isolation**

17. Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.

When in contact with shared objects or frequently touched areas, gloves will be provided. Touching of shared objects and surfaces is discouraged. Frequently touched surfaces and objects will be cleaned and disinfected to further reduce the risk of germs on surfaces and objects. Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed. The District will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

18. Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.

The District will follow current policies and procedures and comply with CDC guidelines in terms of social distancing during required drills. Building administrators will notify staff when each

monthly fire drill will occur. Once the notice of the drill is issued staff will be assigned to exit the building using staggered times and alternating exits to allow for social distancing. Immediately following the completion of the actual fire drill teachers will verbally instruct students on the use of the rescue windows. For lockdown drills, teachers will verbally instruct students on the procedures and may need to identify multiple areas in the classroom for students to cluster (while allowing for social distancing) or utilize props or photos to show students where they would report during a drill. Bus drills will be conducted in classrooms, instead of on the actual buses, during dates and times designated by the building administrator.

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

The District has a current partnership with the local YWCA and YMCA for the provision of before and after school care for students. The YWCA is open to continuing to offer before and after school child care and child care for families in need on days that children are not scheduled to attend school in person following district, OCFs, and CDC guidelines.

20. Each school and/or district reopening plan designates a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

The Lockport City School District COVID-19 Safety Coordinator is Todd Sukdolak, director of athletics, health and wellness. However, the health and safety of our students and staff is everyone's responsibility. Any questions or concerns should follow the District's normal chain of command. Students and/or parents should first contact the teacher or building principal; whereas, employees should direct their concerns to the immediate supervisor. The building principals are the designated building-based coordinators for reports of positive cases as well as other building level student and staff issues.

Facilities

ASSURANCES:

1. Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.

The Lockport City School District will limit occupancy to 50% of all existing space. Therefore, we do not anticipate any changes that will affect the Uniform Fire Prevention and Building Code or the State Energy Conservation Code.

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

2020 Building Condition Survey is currently being completed.

3. Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.

The Lockport City School District is currently in the process of hiring a contractor to complete the Lead-In-Water Testing as required by NYS DOH regulation 67-4.

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

The Lockport City School District will comply with FCNYS 2020 Section 5795.5 for all Alcohol-based Hand-Rub Dispensers.

5. Each school and/or district reopening plan which includes the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.

If necessary, all changes to classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors or other points of congregation that require dividers will be submitted to the OFP for review.

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

At this time, the Lockport City School District does not anticipate any new building projects or temporary quarter projects to occur.

7. Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation

The Lockport City School District currently has no plans to lease any new facilities.

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

The Lockport City School District currently has no plans to use tents in the school reopening plan.

9. *Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.*

The Lockport City School District will comply with BCNYS requirements for the minimum number of toilets and sink fixtures.

10. *Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.*

The Lockport City School District currently has enough drinking fountains in all of our facilities to accommodate one hundred occupants per drinking fountain.

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

The Lockport City School District will complete daily checks before the start of school through our Energy Management System to ensure that all univents and air handlers are operating properly. Air handling systems have been inspected for proper functioning. Spaces where fresh air is limited, fresh air will be introduced through open windows and doors. Classroom or office doors may remain open to reduce frequent touching of door knobs.

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

The Lockport City School District does not anticipate any projects dedicated to “COVID-19 Reopening” will occur.

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

The Lockport City School District will comply with 2020 BCNYS section 2606 if plastic separators are used.

Space Design and Capacities:

- **Where applicable all offices and small spaces will be limited to one (1) individual at a time.**
- **In certain locations, additional protective barriers such as polycarbonate screens or strip curtains will be utilized to create a physical separation without hindrance to egress or**

airflow.

- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided.
- Face coverings should be worn in these multiple-use office spaces as needed.
- Additional breaks may be allowed for individuals to leave the space to remove their face coverings. Specific determination of these conditions will be determined by the individual's immediate supervisor.
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.

Break Rooms and Lunch Rooms

- Staff are advised to take their lunch and breaks in their private offices, classrooms, or outdoors.
- Staggered break schedules may be utilized to assist with separation concerns.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces prior to and post use.

Elevators

- Unless unavoidable, e.g., Personal Care Aide, only one person in an elevator at a time.
- Personnel must wear acceptable face coverings when in common use areas.

Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- Directional flow will be identified by indicators.
- All individuals must also allow for adequate space between individuals when traveling in the same direction.

Classrooms

- Occupancy in each classroom will be specific and determined based on the overall square footage of the space.
- Each student, teacher, and support staff will receive not less than 6 feet of separation from others.
- Additional considerations will be taken into account for space utilized for classrooms and teaching material.
- Overall class sizes may be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear proper face covering.
- Where possible special area teachers and related services staff will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of obvious use.
 - Unnecessary furniture may be removed.
 - Soft surfaces that are difficult to disinfect such as area rugs and soft fabric chairs may be removed.

Nurse Stations

- **All students and staff are required to wear appropriate face coverings.**
 - **Nurses will receive proper training and fitment of N95 Respirators prior to use.**
- **Where applicable, nurse stations have been reconfigured to:**
 - **Maintain social distancing of no less than 6 feet.**
 - **Create “sick” and “well” zones.**
 - **Students that receive daily medication should be treated separately from students presenting with symptoms of illness.**
 - **Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.**
 - **Physical separation will be achieved by utilizing:**
 - **Retractable dividing curtain walls.**

Entrance Areas

- **They will serve as the primary location for accounting for all individuals entering and exiting the building.**
- **Floor signs have been installed to indicate where visitors shall stand to maintain social distance.**
- **Reception areas have had seating removed or adequately spaced to provide at minimum of 6 feet of separation.**

Computer Labs

- **The use of shared space and equipment use will be limited where feasible.**
- **Blocks of computers will be sectioned off to ensure social distancing is maintained.**
- **Tables of computers will be reconfigured so as to not face each other.**
- **Cleaning and disinfection of computer labs and keyboards will be frequent.**
 - **Keyboards should be wiped and disinfected before and after each use.**
 - **Keyboard covers may be utilized to aid in the cleaning and disinfection process.**
- **Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.**

Library Spaces - Whole class instruction will not occur in libraries. Library Media Specialists will work directly with teachers and students to provide media technology and instructional support in classrooms. Library spaces will only be used for small group instruction, when necessary, to allow for appropriate social distancing.

- **Covered surfaces that cannot be properly cleaned and disinfected may be removed, including:**
 - **Bean bag chairs**
 - **Upholstered couches or chairs**
 - **Area rugs**
- **Reconfigure space to ensure social distancing.**
- **Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved.**

Child Nutrition

ASSURANCES:

1. Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.

The district contracts directly with Aramark K-12 Food Service for all child nutrition needs and worked collaboratively in developing the student meal plans for the reopening of district schools. Every student attending in person or learning remotely will be provided with breakfast and lunch daily that meets all nutritional requirements. Families of students participating in remote learning will be provided with multiple pre-packaged meals to pick up from a designated location. Families without transportation will have multiple meals delivered to a centralized location in their neighborhood. Students attending educational programs in school will receive their meals in socially distanced environments that may include, but not limited to, custom order delivery to each classroom, grab and go options, mobile cart selection options and reduced capacity staggered cafeteria service.

2. Each school and/or district reopening plan must address all applicable health and safety guidelines.

Aramark K-12 Food Service and the district have committed to the EverSafe program that was developed in accordance with recommendations of the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO) and other leading health entities. All Aramark employees will report to work healthy and safe. Mandatory hand washing will occur every 20 minutes, employees temperatures will be monitored, PPE will be provided, social distancing will be enforced and sneeze guard barriers will be installed in high contact areas.

3. Each school and/or district reopening plan includes measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

For grade levels Pre-K to 6, students will consume all food in their classroom and at their desk. For grade levels 7-12, students will consume all food in their cafeteria or music room (North Park Junior High School). All medical issues are addressed with both staff and lunch monitors prior to school starting. Staff and lunch monitors alike are informed and continuously updated on student allergies and/or medical conditions. Lunch monitors are trained by the school nurses as to how to handle these situations expediently, and with both confidentiality and sensitivity. The supervising adult will ensure students wash their hands after disposing of their trash while the staff member thoroughly cleans the desk or table surface.

4. Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

Students are encouraged to use the restroom and wash their hands thoroughly before any food consumption. Based on the location of restrooms, students will stagger their time using

lavatories, sinks and water bottle filling stations. Both breakfast and lunch will be delivered to the classrooms and students will eat at their individual desks. After meals, students will dispose of their trash and thoroughly wash their hands again. In addition, age appropriate communications will be visible throughout the building and within the classroom encouraging good hygiene practices.

5. Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

Aramark K-12 Food Service and the district are committed to maintaining a safe environment. There will be an emphasis on repeated cleaning of high-touch areas, such as door handles, tables, trays and other materials frequently used. Surfaces will be regularly sanitized with approved chemicals. For classroom meals, the supervising adult will wipe down those areas to rid of any food residue.

6. Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).

The district contracts directly with Aramark K-12 Food Service for all child nutrition needs and worked collaboratively in developing the student meal plans for the reopening of district schools. All student meals will meet and be in compliance with Child Nutrition Program requirements.

7. Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

Aramark K-12 Food Service has committed to the launch of their “Reopen Series Newsletter” that will focus on reopening strategies, new operation processes and other solutions to continue to engage students and the school community. Each series will include updated safety information, as well as plans and processes as they are developed, tested and implemented. All parental communication will be provided in the parent’s preferred language.

8. Each school and/or district reopening plan must require that students must have social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.

Students will maintain social distancing of six feet from one another throughout the day as well as when they are consuming food. Students will be at their desk, in the classroom, in the cafeteria and/or the music room for all meals and/or snacks, depending on the building and as outlined above. Supervising staff will also monitor students to ensure there is no sharing of food.

Transportation

ASSURANCES:

1. Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. All vehicles used to transport students will be cleaned and maintained in accordance with applicable federal, state, local, and/or CDC/DOH guidelines. STA/RRE employees will clean the driver compartment and high-touch points using approved cleaning materials in accordance with CDC and Environmental Protection Agency (EPA) guidelines. Every bus will be cleaned daily with approved cleaning materials according to the CDC guidelines. In the event of a bus swap, employees will clean the driver's compartment and all high-touch surfaces.

2. Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE employees will clean high-touch points after each a.m. and p.m. run using approved cleaning materials in accordance with CDC and Environmental Protection Agency (EPA) guidelines.

3. Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE will not allow hand sanitizer on any of the vehicles that transport district students.

4. Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE employees will not be allowed to carry personal bottles of hand sanitizer with them on the school buses.

5. Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE employees will be required to wear face coverings and an optional face shield if requested, unless an employee is exempt under the American Disabilities Act. STA/RRE will provide these face coverings to all employees and does ensure all face coverings will meet local guidelines. The drivers and monitors will be required to wear face coverings at all times when on duty where practical, while operating a vehicle, and when interacting with coworkers or the general public. The maintenance and administrative staff will wear face coverings in all shared workspaces, while interacting with other workers or when social distancing cannot be maintained.

6. Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE has developed the “COVID-19 & EXPOSURE CONTROL TRAINING & EDUCATION”. Elements of this exposure control and prevention training include: related OSHA documents concerning PPE and exposure control, proper use of PPE, hygiene and housekeeping measures, assessing for COVID-19 related signs and symptoms, exposure/illness reporting procedures.

7. Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE has developed the “COVID-19 & EXPOSURE CONTROL TRAINING & EDUCATION”. Elements of this exposure control and prevention training includes social distancing and isolation practices.

8. Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as face coverings and gloves for drivers, monitors and attendants in buses.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE will provide PPE in the form of face coverings, gloves and protective shields for all drivers, monitors and attendants on the buses.

9. Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening

plans for transportation. STA/RRE will provide hand sanitizer for all their staff in all their locations within their buildings.

10. Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE will ensure all drivers, monitors and attendants will wear gloves if direct physical contact with a child becomes necessary.

11. Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE will require employees to self-screen for symptoms prior to coming to work on each workday. Before coming to work, employees must assess whether they have had any of the following symptoms in the 72 hours prior to the self-screening: a temperature over 100 degrees fahrenheit, the following respiratory symptoms, where the symptoms cannot be attributed to other health conditions: dry repeated cough, shortness of breath or difficulty breathing, the following non-respiratory symptoms, where the symptoms cannot be attributed to other health conditions: chills, muscle pain, sore throat, new loss of taste or smell.

12. Each school and/or district reopening plan requires that students must wear a face covering on a school bus if they are physically able.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. All students will be required to wear a face covering on the bus. If they do not have a face covering when they board the bus they will be given a face covering to wear. Students with documented medical conditions will not be required to wear a face covering if it is detrimental to their health. In addition, students will be limited to one per seat unless they are members of the same family where they will be allowed two per seat. Students will load back to front and disembark front to back for am and pm runs. All families eligible for transportation will be sent a postcard prior to the start of school letting them know the expectations on the bus as it relates to wearing masks, social distancing and loading front to back. This information will also be on the district website.

13. Each school and/or district reopening plan ensures that students who do not have a face covering will NOT be denied transportation.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE will not deny transportation to students who do not have a face covering.

14. Each school and/or district reopening plan requires that students who do not have face coverings must be provided one by the district.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. The district will provide STA/RRE with a supply of face coverings for each bus in the event a student does not have a face covering when they board the bus they can be given one.

15. Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a face covering will not be forced to do so or denied transportation.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. STA/RRE will not force students with a disability who have a medical reason to not wear a face covering, to wear a face covering or deny them transportation.

16. Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. The district will provide ongoing training and periodic reminders for students on the proper use of PPE and the signs and symptoms of COVID-19.

17. Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. The district will provide ongoing training and periodic reminders for students on the proper use of social distancing. Once school bus routes are established in August for each building, a plan for entering and exiting the building will be developed and shared.

18. Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in person session education when/if the district is not.

The district contracts directly with Student Transportation of America (Ridge Road Express) for all student transportation needs and worked collaboratively in developing the school reopening plans for transportation. All students who live in the district and attend schools outside of the district will be provided with transportation based on mileage guidelines provided by the State Education Pupil Transportation Department and IEP requirements.

Social-Emotional Well-Being

ASSURANCES:

1. Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

The Lockport City School District created the School Counselor Guidance Plan to begin in the 2019-2020 school year as required by the New York State Education Department. The plan is reviewed twice per year by the District's School Counseling Plan Advisory Committee. District-wide student intervention data is provided to and reviewed by the Advisory Committee and is used to make revisions to the plan.

2. Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

The School Counseling Plan Advisory Committee was established beginning in the 2019-2020 school year. The committee consists of various stakeholders from the school community including district level administrator, building level administrators, school counselors, social workers, school psychologists, parents, Board of Education Trustees and school nurses. The plan is reviewed twice per year by the District's Counseling Plan Advisory Committee. District-wide student intervention data is provided to and reviewed by the Advisory Committee and is used to make revisions to the plan.

3. Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

The following chart identifies the process for which to address the social emotional needs, mental health, behavioral and emotional support services and programs for each learning scenario.

4. Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

The following chart identifies the professional development opportunities that are available for faculty and staff as well as resources to assist them in supporting students during and after the ongoing COVID-19 pandemic. Supports are identified for students, staff and faculty.

The Lockport City School District realizes that the transition to online learning and social distancing practices can impact many students' social emotional well-being. Three instructional models that address

the social emotional needs of all students have been developed. Regular communication with parents regarding students' social emotional condition will occur in the parent's preferred language.

<p><i>In-Person</i></p>	<p>All K-12 students will be provided access to school counselors per the District's School Counselor Guidance Plan. In addition, each building will utilize their Student Based Support Team (SBST) to identify students who may have specific social-emotional needs. Collaboration with school psychologists, social workers, a behavior specialist consultant from ON BOCES, and a mental health consultant from ON BOCES will continue to support faculty and staff in addressing student's needs in their classrooms. Connecting with outside local agencies to support students and families will continue as well as regular communication with families.</p> <p>The school counselors, school psychologist and social workers have developed monthly themes that are consistent across the district and support social emotional learning competencies. These individuals are developing lessons which are delivered in classrooms. As students and staff are transitioning back into schools, social emotional learning will be a priority for students and staff. The district will provide support for staff relating to SEL in the following ways (not limited to):</p> <ul style="list-style-type: none"> ● Professional Development in areas of Trauma Informed Care and Restorative Practices ● EAP Assistance ● Faculty Meetings for debriefing and problem solving <p>The district will address SEL in the following way for students (not limited to):</p> <ul style="list-style-type: none"> ● Implementation of the School Counselor Guidance Plan ● School Based Support Teams (SBST) to address specific student needs and intervention strategies ● Utilization of consultants for specific needs ● SEL monthly district themes and lessons <p><i>Communication and check-ins regarding student and staff well beings will be paramount.</i></p> <p>Regular communication between parents and staff in the parent's preferred language or mode of communication will be implemented.</p> <p>The District's School Counseling Plan Advisory Committee consists of a variety of stakeholders and will continue to review and revise the School Counselor Guidance Plan based on the needs demonstrated when looking at the data collected throughout the school year.</p>
<p><i>Hybrid</i></p>	<p>All K-12 students will be provided access to school counselors per the District's School Counselor Guidance Plan. In addition, each building will utilize their Student Based Support Team (SBST) to identify students who may have specific social-emotional needs. Collaboration with school psychologists, social workers, a behavior specialist consultant from ON BOCES, and a mental health consultant from ON BOCES will continue to support faculty and staff in addressing student's needs in their classrooms. Connecting with outside local agencies to support students and families will continue as well as regular communication with families.</p> <p>The school counselors, school psychologist and social workers have developed monthly themes that are consistent across the district and support social emotional learning competencies. These individuals are developing lessons which are delivered in classrooms.</p> <p>As students and staff are transitioning back into schools, Social Emotional Learning will be a priority for students and staff. The district will provide supports for staff in regards to SEL in the following way (not limited to):</p> <ul style="list-style-type: none"> ● Professional Development in areas of Trauma Informed Care and Restorative Practices ● EAP Assistance

	<ul style="list-style-type: none"> ● Faculty Meetings for debriefing and problem solving <p>The district will address SEL in the following way for students (not limited to):</p> <ul style="list-style-type: none"> ● Implementation of the School Counselor Guidance Plan ● School Based Support Teams(SBST) to address specific student needs and intervention strategies ● Utilization of consultants for specific needs for students to support teachers ● SEL monthly district themes and lessons <p>*SEL applications are being reviewed to implement in this model of learning.</p> <p><i>*These supports will be provided to students who are attending school in-person and those students who are learning in a virtual setting. Communication and check-ins regarding student and staff well beings will be paramount</i></p> <p>Regular communication between parents and staff in the parent’s preferred language or mode of communication will be implemented.</p> <p>The district’s School Counseling Plan Advisory Committee consisting of a variety of stakeholders, will continue to review and revise the School Counselor Guidance Plan based on the needs demonstrated when looking at the data collected throughout the school year to ensure student health and success..</p>
Remote	<p>All K-12 students will be provided access to school counselors per the District’s School Counselor Guidance Plan. In addition, each building will utilize their Student Based Support Team (SBST) to identify students who may have specific social-emotional needs. Collaboration with school psychologists, social workers, a behavior specialist consultant from ON BOCES, and a mental health consultant from ON BOCES will continue to support faculty and staff in addressing student’s needs in their classrooms. Connecting with outside local agencies to support students and families will continue as well as regular communication with families.</p> <p>The school counselors, school psychologist and social workers have developed monthly themes that are consistent across the district and support social emotional learning competencies. These individuals are developing lessons which are delivered in classrooms. These will be taught remotely to students either by their classroom teacher, counselor or both.</p> <p>As students and staff are transitioning back into schools, Social Emotional Learning will be a priority for students and staff. The district will provide supports for staff in regards to SEL in the following way (not limited to):</p> <ul style="list-style-type: none"> ● Professional Development in areas of Trauma Informed Care and Restorative Practices ● EAP Assistance ● Faculty Meetings for debriefing and problem solving <p>The district will address SEL in the following way for students (not limited to):</p> <ul style="list-style-type: none"> ● Implementation of the School Counselor Guidance Plan ● School Based Support Teams(SBST) to address specific student needs and intervention strategies ● Utilization of consultants for specific needs for students to support teachers ● SEL monthly district themes and lessons <p>*SEL applications are being reviewed to implement in this model of learning. <i>Communication and check-ins regarding student-staff well beings will be paramount (through the designated platform).</i></p> <p>Regular communication between parents and staff in the parent’s preferred language or mode of communication will be implemented.</p>

	<p>Device, internet and platform equity will be monitored.</p> <p>The district's School Counseling Plan Advisory Committee consisting of a variety of stakeholders, will continue to review and revise the School Counselor Guidance Plan based on the needs demonstrated when looking at the data collected throughout the school year to meet the needs of our students for their success.</p>
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School Schedules

ASSURANCES:

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

Every attempt will be made to follow an assigned student/classroom schedule whether in school full-time in an 'In-person' learning environment, in a 'hybrid' model alternating days where students are in attendance at school every other day or in a 'remote' learning environment where all students are learning at home virtually through Google Meet or Google Classroom, led by their teacher. Student schedules will resemble the traditional schedules as if we were in the school full-time and student/teacher interaction will be expected daily.

All UPK students will attend school for full days every other day, similar to the plan outlined for students enrolled in grades K-4 if the model of instruction is hybrid. If the model of instruction is in-person they will attend school for either a half day or full day based on the original class schedules developed.

Whether an in-person or hybrid model, the schedule for student attendance is as follows:

UPK 8:15 am - 10:45 am, 8:30 am - 11:00 am, 8:45 am - 11:15 am staggered schedules
UPK 11:45 am - 2:15 pm, 12:00 pm - 2:30 pm, 12:15 pm - 2:45 pm staggered schedules
UPK Full day students, 8:45 am - 2:45 pm
K-4 9:10 am - 3:35 pm
5-6 8:30 am - 2:55 pm
7-8 8:06 am - 2:42 pm
9-12 7:40 am - 2:15 pm and 7:58 am - 2:28 pm

If the district is required to implement a full Remote Learning model, the daily schedule for all grades will be from 9:00 am - 2:00 pm. Students and teachers will meet daily for instruction and learning via Google Meet and/or Google Classroom. Daily attendance will be taken. A schedule with reduced contact minutes will be shared with students if in a Remote Learning model.

Attendance and Chronic Absenteeism

ASSURANCES:

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

All teaching staff will take daily attendance for each student using the current procedures in all models of instruction (Remote, Hybrid, or In-Person). When teaching remotely, attendance will be taken automatically when students sign into the class meeting using Google Meet. Teaching staff will then record daily attendance into eschool. Each school will monitor student attendance closely and will continue to utilize attendance callers (grade Pre-K-8 level) or the robocalling system (grade 9-12 level) to communicate with parents daily regarding absences. Teaching and mental health staff (school counselors, social workers, school psychologists) will be expected to engage in additional but regular communications with parents/guardians of students who are displaying chronic absenteeism concerns following current district policies and procedures. Communications with parents/guardians should include telephone calls, emails, letters, texts, or in-person discussions when appropriate. District staff will continue to make every effort to encourage students to attend and participate in learning activities daily, regardless of the model of instruction.

Technology and Connectivity

ASSURANCES:

1. Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.

The Lockport City School District has surveyed parents directly and will provide an iPad or Chromebook to every student who needs a device, to be used at home. The district has surveyed and communicated with teachers to make sure all have access to the technology tools and internet access they need to offer high quality remote learning services. Teachers will continue to survey students and communicate with families regarding a need for tools to participate in the learning. Any family who lacks access to the internet may request and obtain a MiFi device provided by the district that will allow them to connect to the internet to participate in all online educational activities.

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

Students and staff in the Lockport City School District will be provided with the technology tools they need to engage in the educational activities however they are required to do so. The District is committed to meeting all needs and has the resources, supplies and equipment to maintain this goal.

All students have access to an iPad or Chromebook provided by the district and all staff are supported with the technology required for teaching and learning. All families without access to the internet will be provided a MiFi device to connect to the internet in order to participate in educational activities. These items may be requested by a student or recommended by a classroom teacher or administrator and can be requested through the Technology Department.

Support is available to students on using devices if necessary and may be requested by a classroom teacher or administrator. Teachers on special assignment will respond to these needs. Professional development support is available to all teachers who need assistance with preparing online lessons or who need assistance on utilizing communication tools to maintain regular communication with students and families.

All technology service needs for people experiencing issues with hardware or software can be met through online support, remote access service or through an exchange process when devices are not operating properly. All service requests will be handled through the district Technology Department.

In the unlikely event that families or teachers cannot gain access to the internet to participate in learning activities at home, even with the tools and devices provided by the district, students or staff will be offered support services in our schools where they can use the district connection to the internet and the equipment they need to do their work in a safe environment.

3. Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

While the district is prepared to meet the needs of students and staff with technology devices and access to the internet, it is the professional support services of teachers on special assignment who will be key to teaching both staff and students effective ways to use the technology provided to them in order to fully participate in educational activities. The support can be provided directly or remotely. No matter how students must participate in learning, blended or remote, the district is prepared to meet all technology equipment and access needs.

Teaching and Learning

ASSURANCES:

1. Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Each building plan is prepared for in-person, remote, and hybrid models of instruction.

Lockport High School and Lockport High School West at Charlotte Cross grades 9-12, North Park Junior High School grades 7 and 8, Emmet Belknap Intermediate School grades 5 and 6, and the elementary schools, Anna Merritt, Charles Upson, George Southard, and Roy B. Kelley grades K-4, and John Pound Early Childhood Center have created plans for continuity of instruction for in-person, hybrid, and remote models of instruction. Each plan will be communicated to all stakeholders.

<i>In-Person</i>	100% of staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled subject areas with established precautions for maintaining health and safety. Student transitions will be limited, with students remaining in their classroom whenever possible. Social distancing measures will be in place and face coverings will be worn by staff and students. Using this model, students will be actively engaged in school learning. In addition, instructional programs, for the most part, will maintain their current integrity.																							
<i>Hybrid</i>	Students will attend school with an alternating-day schedule that reduces student population density within the building. Students will attend school in-person for a portion of a week and the rest of the time they will engage in remote instruction. In this model, two separate cohorts of students will attend school on alternating days. The table below illustrates how two separate cohorts (Cohort Blue - students with the primary family last name A-K and Cohort Gold - students with the primary family last name L-Z) of students would attend school on alternating days on a 2-1-2 schedule outlined below. The actual Cohort Blue and Cohort Gold assignments will be determined with modifications as necessary.																							
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #e0e0e0;">Weekly</th> <th style="background-color: #e0e0e0;">Monday</th> <th style="background-color: #e0e0e0;">Tuesday</th> <th style="background-color: #e0e0e0;">Wednesday</th> <th style="background-color: #e0e0e0;">Thursday</th> <th style="background-color: #e0e0e0;">Friday</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Cohort Blue</td> <td>In-Person</td> <td>In-Person</td> <td>Remote</td> <td>Remote</td> <td>Remote</td> </tr> <tr> <td style="background-color: #e0e0e0;">Cohort Gold</td> <td>Remote</td> <td>Remote</td> <td>Remote</td> <td>In-Person</td> <td>In-Person</td> </tr> </tbody> </table>							Weekly	Monday	Tuesday	Wednesday	Thursday	Friday	Cohort Blue	In-Person	In-Person	Remote	Remote	Remote	Cohort Gold	Remote	Remote	Remote	In-Person	In-Person
Weekly	Monday	Tuesday	Wednesday	Thursday	Friday																			
Cohort Blue	In-Person	In-Person	Remote	Remote	Remote																			
Cohort Gold	Remote	Remote	Remote	In-Person	In-Person																			
While in-person, social distancing measures will be in place and face coverings will be worn. Student transitions will be limited. Using this model, students will be actively engaged in learning every day. Students at home will be expected to participate to the extent possible in the same instruction and activities remotely via Google Meet or Google Classroom as assigned by their teacher. The Blue/Gold cohort model for hybrid and remote learning allows students to have instruction in a lower teacher to student ratio, providing more individualized attention. All																								

	students will receive standards aligned curriculum in every class using district curriculum pacing guides.
Remote	Neither students nor staff will attend school in the physical building. Instruction will be conducted digitally through online methods via Google Meet or Google Classroom. 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 and communicated to all stakeholders. All students will have access to a 1:1 device and internet if needed. Attendance will be taken daily. Students and teachers will follow their daily class schedule with a modified start and end time of 9 am - 2 pm.

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

Teaching staff will follow the Lockport City School District standard-based curriculum in the delivery of instruction in all core areas and in all grade levels regardless of instruction in-person, in a hybrid model, or remotely. Teachers will assess student performance to inform their instruction and provide students feedback on their performance in meeting the standards.

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

Teachers at all grade levels and in all disciplines will establish a schedule to provide instruction to students they are assigned. Regardless of the model of instruction, it is expected that each schedule is closely adhered to even if time is altered during remote instruction. Teachers are expected to be in communication with all students on a daily basis in some form. Communications with students and parents/guardians will be logged.

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

Students will receive daily schedules at all grade levels. Whether in the classroom or at home, students will know when to attend their class for instruction. Standards-based lessons will be provided and formal and informal assessments of student performances will take place. Teachers will be provided feedback on student performance and support will be provided as needed. Students should have regular, daily, interactions with their teachers.

Additional information on students with disabilities and English Language Learners’ supplemental instructional plans are included below.

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

All district building learning plans with all models of instruction will be shared with students and parents/guardians in their native language to include a means to contact each staff member via email, phone, text messaging, and/or Google Classroom. Teacher emails and school phone numbers are posted to the district's website.

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

The school reopening plan for John Pound Early Childhood Center includes the health and safety measures that all students, including those attending the John Pound Early Childhood Program and serviced by the collaborating agencies of YWCA and Buffalo Hearing and Speech Center, will experience. They will remain in compliance with the same expectations as students and staff at the grade K-12 level. In addition, the instruction program for the Universal Pre-Kindergarten students is listed in the school reopening plan for John Pound Early Childhood Center. The instruction plan for the CPSE students attending John Pound Early Childhood Center is outlined in the special education section below.

Special Education

ASSURANCES:

1. Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

The Committee on Special Education and Committee on Preschool Education have determined the free and appropriate education for all students using virtual CSE and CPSE meetings. Video conferences and telephone communication will continue to be made available for CPSE and CSE meetings. The CPSE and CSE will facilitate program reviews, annual reviews, initial determination and re-evaluation meetings within regulated timelines including discussion at said meetings of compensatory services. Virtual meetings will continue in remote, hybrid and in-person reopening plans so that we are able to limit cross contamination in our school environment and maximize parent/guardian involvement.

2. Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.

In the chart below, each program for all students with disabilities age 3-21 has been outlined. Students in special classes (BOCES/Agency and in-district 8:1:1, 12:1:1, and 15:1:1) will have in-person programs as well as related services provided during both a hybrid and in-person model. Students that receive integrated co-teaching, consultant teacher, resource room or related services only may be considered for in person services during hybrid models if the students past participation in virtual lessons and their ability to make progress was limited. This determination will be made on an individual basis in conjunction with parents/guardians, administrators, teachers, related services personnel and the CPSE and CSE.

3. Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

Re-opening plans and Individual Educational Plans are provided to parents/guardians in their preferred language. Moreover, telephone calls and special education meetings have interpreters present via tele or video conferencing to assist in the understanding of the content. In the event of virtual school implementation, electronic applications are used to ensure communication in preferred languages between home and school are maintained.

4. Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

Administrators and department chairpeople provide faculty and department meetings to provide updates reflective of needs, and student/family challenges. Student and family contact logs will be maintained by teachers and related service providers. Students placed in agency or BOCES settings outside of the District are polled on a regular basis. Email communication and contact logs are maintained between providers and the Lockport City School District. Individual student progress monitoring toward meeting the goals and objectives listed on students' individual education plans will be maintained as noted on IEP's. Regular communication with parents/guardians in the preferred communication mode and language will be made. Resources including adaptive equipment and technology as well as instructional materials are shared regularly and are customized based on individual student and family needs/preferences. In addition, all instructional, related service providers and support staff will continue to be available with regular email correspondence and communication consistent with IEP's. Efforts will continue for students that have been reluctant to engage in remote learning and/or outreach by school professionals. In the event that in-person related services are not able to be provided, the parent/guardian and provider will discuss teletherapy options. If the parent/guardian and related service providers are in agreement then teleservices will be implemented with fidelity. This will be documented in a signed agreement between parents/guardians and teleservice providers.

5. Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Accommodations, technology, modifications and supplementary aids and services will continue to be implemented in accordance with students' individual educational plans. Special education teachers and related service providers will ensure the implementation and monitoring of these supports and will seek out parent/guardian input to the implementation success. If changes to these areas need to be considered due to the instructional models being considered and used, the CPSE or CSE will convene to conduct a program review.

For the 2020-2021 school year, the Lockport City School District realizes that the transition to online learning and social distancing practices can be challenging for students with disabilities. Therefore, three reopening plans that account for the provision of a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services while taking into consideration in-person services a priority for high-needs students and preschool students with disabilities whenever possible. Regular communication with parents/guardians will be made in the parent's/guardian's preferred language and communication mode.

Pre School Students with Disabilities ages 3 and 4	Service Delivery Considerations
<i>In-Person</i>	All preschool students with disabilities will be provided special education programs and services at their listed sites with social distancing practices under department of health guidelines. Individual sites will determine their ability to manage all department of health guidelines. Collaboration between the CPSE and program providers representing the variety of settings where students are served. This has been done by email communication, phone calls and letters.

	<p><i>*Transportation reimbursement information is being given to parents/guardians who are willing and able to transport their child to and from school to assist Niagara County in allowing for social distancing on buses.</i></p>
Hybrid	<p>All preschool students with disabilities will be provided special education programs and services at their listed sites with social distancing practices under department of health guidelines. Individual sites will determine their ability to manage all department of health guidelines. Collaboration between the CPSE and program providers representing the variety of settings where students are served. This has been done by email communication, phone calls and letters.</p> <p><i>*Transportation reimbursement information is being given to parents/guardians who are willing and able to transport their child to and from school to assist Niagara County in allowing for social distancing on buses.</i></p> <p><i>** Related Services will be provided by means of in person and/or teletherapy guidelines in order to meet the CPSE determined frequency and duration listed on IEPs. Consideration will be given to those students that have had difficulty participating in teletherapy due to the severity of their disability.</i></p>
Remote	<p>All preschool students with disabilities will be provided special education programs and services virtually since social distancing practices under the department of health guidelines cannot be maintained and metrics indicate that school closure is mandatory. Individual sites will determine virtual platforms and contact with parents and guardians. Collaboration between the CPSE and program providers representing the variety of settings where students are served</p> <p><i>** Related Services will be provided by means of in teletherapy in order to meet the CPSE determined frequency and duration listed on IEPs. Consideration will be given to those students that have had difficulty participating in teletherapy due to the severity of their disability. Device, internet and platform equity will be monitored.</i></p> <p><i>Parent/guardian communication will be maintained between service providers and special education teachers.</i></p>
School Age Students with Disabilities	Please see individual site reopening plans.
	Cohort daily schedules as listed under the Teaching and Learning Section (pg. 37) will be utilized.
In-Person Special Classes (Agency/BOCES K-12)	<p>Cohort daily schedules as listed under the Teaching and Learning Section (pg. 37) will be utilized.</p> <p>All students with disabilities will be provided special education programs and services, at their listed sites, with social distancing practices under department of health guidelines. Individual sites will determine their ability to manage all department of health guidelines.</p> <p><i>*Technological Devices have been provided to all students placed out of district as requested.</i></p> <p><i>**Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i></p>
In-Person Special Classes (In District K-12) 8:1:1, 12:1:1, 15:1	<p>All students with disabilities will be provided special education programs and services, in their special classes as indicated on building specific plans. Social distancing practices under department of health guidelines will be implemented.</p> <p><i>* To reduce cross contamination in the hallway, related services will be provided inside the special classes when possible.</i></p> <p><i>** Technological devices will be assigned to individual students following current district procedures.</i></p> <p><i>***Transportation will be implemented in accordance with students' IEPs and social</i></p>

	<i>distancing/DOH guidelines.</i>
In-Person Integrated Co-Taught Classes Grades K-8	All students with disabilities will be provided special education programs and services, in their classes as indicated on building specific plans. Social distancing practices under department of health guidelines will be implemented. <i>* Technological devices will be assigned to individual students following current district procedures.</i> <i>**Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i>
In-Person Consultant Teacher Services and Resource Room	All students with disabilities will be provided special education programs and services, in their classes as indicated on building specific plans. Resource rooms may be provided in a separate location if social distancing or instructional requirements are not able to be maintained in the general education classroom setting. Social distancing practices under department of health guidelines will be implemented. <i>* Technological devices will be assigned to individual students, following current district procedures.</i> <i>**Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i>
In-Person Related Services Only	All students with disabilities will be provided special education related services as indicated on building specific plans. Related services may be provided in a separate location if social distancing or instructional requirements are not able to be maintained in the general education classroom setting. Social distancing practices under department of health guidelines will be implemented. <i>* Technological devices will be assigned to individual students, following current district procedures.</i> <i>**Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i>
	Cohort daily schedules as listed under the Teaching and Learning Section (pg. 37) will be utilized.
Hybrid Special Classes (Agency/BOCES K-12)	All students with disabilities will be provided special education programs and services, at their listed sites, with social distancing practices under department of health guidelines. Individual sites will determine their ability to manage all department of health guidelines. <i>*Technological Devices have been provided to all students placed out of district as requested.</i> <i>**Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i>
Hybrid Special Classes (In District K-12) 8:1:1, 12:1:1, 15:1	All students with disabilities will be provided special education programs and services, in their special classes as indicated on building specific plans. Social distancing practices under department of health guidelines will be implemented. <i>* To reduce cross contamination in the hallway, related services will be provided inside the special classes when possible.</i> <i>** Technological devices will be assigned to individual students, following current district procedures.</i> <i>***Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i>
Hybrid Integrated Co-Taught Classes Grades K-8	In the event of a modified schedule such as an A/B format, students may receive related services and special education teacher support virtually or in-person. All students with disabilities will be provided special education programs and services, in their classes as indicated on building

	<p>specific plans. Social distancing practices under department of health guidelines will be implemented.</p> <p><i>* To reduce cross contamination in the hallway, related services will be provided inside the special classes when possible.</i></p> <p><i>** Technological devices will be assigned to individual students, following current district procedures.</i></p> <p><i>***Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i></p>
<p>Hybrid Consultant Teacher Services and Resource Room</p>	<ul style="list-style-type: none"> In the event of a modified schedule such as an A/B format, students may receive related services and special education teacher support virtually or in-person. Consideration of students past participation in virtual lessons and their ability to make progress will be made on an individual basis when determining direct or in- person implementation. Resource rooms may be provided in a separate location if social distancing or instructional requirements are not able to be maintained in the general education classroom setting.
<p>Hybrid Related Services Only</p>	<ul style="list-style-type: none"> In the event of a modified schedule such as an A/B format, students may receive related services and special education teacher support virtually or in-person. Related Services may be provided in a separate location if social distancing or instructional requirements are not able to be maintained in the general education classroom setting. Consideration of students past participation in virtual lessons and their ability to make progress will be made on an individual basis when determining direct or in person implementation.
	<p>Cohort daily schedules as listed under the Teaching and Learning Section (pg. 37) will be utilized.</p>
<p>Remote Special Classes (Agency/BOCES K-12)</p>	<p>Students will receive all instruction virtually and/or related services via teletherapy consistent with their IEP. If the students are unable to participate in instruction or teletherapy through virtual practices due a deficit of cognitive, behavioral or technological ability; packets of materials with special education teacher and related service provider support will be implemented.</p> <ul style="list-style-type: none"> Students progress toward meeting goals and objectives on IEPs will be monitored, data will be collected and communication to parents will be facilitated by special education teachers and related service providers. Student and family contact logs will be maintained by special education teachers and related service providers.
<p>Remote Special Classes (In District K-12) 8:1:1, 12:1:1, 15:1</p>	<p>Students will receive all instruction virtually and/or related services via teletherapy consistent with their IEP. If the students are unable to participate in instruction or teletherapy through virtual practices due a deficit of cognitive, behavioral or technological ability; packets of materials with special education teacher and related service provider support will be implemented.</p> <ul style="list-style-type: none"> Students progress toward meeting goals and objectives on IEPs will be monitored, data will be collected and communication to parents will be facilitated by special education teachers and related service providers. Student and family contact logs will be maintained by teachers and related service providers.
<p>Remote Integrated Co-Taught Classes Grades K-8</p>	<p>Students will receive all instruction virtually and/or related services via teletherapy consistent with their IEP. If the students are unable to participate in instruction or teletherapy through virtual practices due a deficit of cognitive, behavioral or technological ability; packets of materials with special education teacher and related</p>

	<p>service provider support will be implemented.</p> <ul style="list-style-type: none"> • Students progress toward meeting goals and objectives on IEPs will be monitored, data will be collected and communication to parents will be facilitated by special education teachers and related service providers. • Student and family contact logs will be maintained by teachers and related service providers.
<p>Remote Consultant Teacher Services and Resource Room</p>	<p>Students will receive all instruction virtually and/or related services via teletherapy consistent with their IEP. If the students are unable to participate in instruction or teletherapy through virtual practices due a deficit of cognitive, behavioral or technological ability; packets of materials with special education teacher and related service provider support will be implemented.</p> <ul style="list-style-type: none"> • Students progress toward meeting goals and objectives on IEPs will be monitored, data will be collected and communication to parents will be facilitated by special education teachers and related service providers. • Student and family contact logs will be maintained by teachers and related service providers.
<p>Remote Related Services Only</p>	<p>Students will receive all related services via teletherapy consistent with their IEP. If the students are unable to participate in teletherapy through virtual therapeutic practices due a deficit of cognitive, behavioral or technological ability; packets of materials with special education teacher and related service provider support will be implemented.</p> <p>*If virtual school is implemented, technological devices have been provided to all students placed out of district as requested as well as to students that are educated within the district. All related services will be provided through telehealth or at home exercises and will be determined on an <i>individual</i> basis.</p> <ul style="list-style-type: none"> • Students progress toward meeting goals and objectives on IEPs will be monitored, data will be collected and communication to parents will be facilitated by special education teachers and related service providers. • Student and family contact logs will be maintained by teachers and related service providers.

Lockport City School District employs the following strategies to support to our students with disabilities and their families as well as our staff in the following ways:

- special education teachers, behavior specialists, speech therapist, occupational therapists, physical therapist, teachers of the deaf, vision teachers, mental health providers, autism specialists, transition coordinators, school counselors, school social workers and school psychologists connect with families regularly and as indicated on student's IEP's via phone calls, virtual meetings (i.e. Google Meet), emails and texts. Students' progress toward meeting goals and objectives on IEPs will be monitored as indicated on individual students' IEPs, data will be collected and communication to parents will be facilitated by special education teachers and related service providers.
- teachers and staff will utilize resources to address needs that are detailed on IEPs from the following resources that are shared weekly from the following sources:
 - IRIS Center
 - NYSED websites including local resources of support
 - Mental Health Consultant, Orleans Niagara BOCES
 - Autism Consultant
 - Parent Training and Counseling, The Summit Center

- Behavior Specialist, Orleans Niagara BOCES
- Special Education and adapted general education lessons reflective of the NYS learning standards and alternative assessment requirements
- Technological devices with support from technology integration specialists

Bilingual Education and World Languages

ASSURANCES:

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

Lockport City School District follows the New York State ELL identification process as outlined in Part 154 of the Commissioner's Regulations. To ensure that all processes and steps are followed with diligence and consistency throughout the district, an English Language Learner Identification Process document has been developed. This document includes the following steps for the identification and determination of ELLs, including those with disabilities:

- The NYS Home Language Questionnaire completed during the registration process is reviewed with parents/guardians. A formal interview takes place in English and the student's home language if necessary. The student's work samples are reviewed.
- If it is determined the student speaks a language other than English and speaks little or no English, the ESL teacher administers the New York State Identification Test for English Language Learners (NYSITELL). Students are designated as an English Language Learner if they receive a score below a state-designated level of proficiency (commanding). Additionally, students who are two or more years below grade level in literacy in their home language and/or math due to inconsistent or interrupted schooling prior to arrival in the US will be identified as Student with Inconsistent/Interrupted Formal Education (SIFE).
- Parents/guardians of students identified will be informed of their child's eligibility as an English Language Learner and the services which are available.
- Students will be placed in English as a New Language program and receive appropriate units of stand-alone and/or integrated ENL.

*During COVID-19 pandemic, the identification and placement process will be followed per the guidelines from New York State Education Department.

2. Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

The following chart identifies the implementation of instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

3. Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

The following chart provides information on the regular communication with

parents/guardians to ensure their children’s education during the reopening process and will provide communications in the form of communication and that is preferred by the parent.

The Lockport City School District realizes that the transition to online learning and social distancing practices can impact many students with limited English proficiency (referred to as English as New Language students or English Language Learners). Three instructional models that address students identified ENL/ELL have been developed. Regular communication with parents will be made in the parent’s preferred language.

K-12 Students identified as ENL	Service Delivery Considerations
<i>In-Person</i>	<p>The District ensures that students identified as ENL/ELL are provided opportunities to achieve the same educational goals and standards that have been established for all students by the New York State Department of Education. As per Board of Education Policy, the District has taken steps to identify ENL students and provide them equal access to appropriate instructional and support services within the timeframes provided as prescribed by the Commissioner’s Regulations.</p> <p>The District provides ENL/ELL student instruction utilizing the ENL model which is a research-based program comprised of two components, being Integrated and Stand-alone ENL:</p> <ul style="list-style-type: none"> ● Integrated ENL: A unit of study in which students receive core content areas (ELA, math, science and social studies) and English language development. Integrated ENL will be taught by a dually certified teacher or English as a Second Language (ESL) teacher and a certified content teacher, who both co-teach and co-plan ● Stand-alone ENL: A unit of study which students receive instruction in order to acquire the English Language skills needed for success in core content areas. Stand-alone ENL instruction will be taught by a certified ESL teacher. <p>*To reduce cross contamination in the hallway, ENL services will be provided inside the classes when possible.</p> <p>The District provides English as a New Language program to ELL students in grades K-12 based on the student’s English language proficiency as identified by the statewide English language proficiency assessment or the annual English language proficiency assessment and follows the Learning Standards employed by the State Education Department. (During the COVID-19 building closures for the 2019-2020 school year, the district will follow the protocol as prescribed by New York State Education Department in regards to students’ proficiency levels and ENL services)</p> <p>Regular communication with the families will occur through the ESL teachers, and/or building principals in the families’ preferred language. The use of an interpreter service (International Institute of Buffalo) will be utilized as needed. Written communication will be in the families’ preferred language as identified in the district’s school management system. ESL teachers will communicate regularly with families using such means as email, Class Dojo, and phone calls.</p>
<i>Hybrid</i>	<p>The District ensures that students identified as ENL/ELL are provided opportunities to achieve the same educational goals and standards that have been established for all students by the New York State Department of Education. As per Board of Education Policy, the District has taken steps to identify ENL students and provide them equal access to appropriate instructional and support services within the timeframes provided as prescribed by the Commissioner’s Regulations.</p> <p>The District provides ENL/ELL student instruction utilizing the ENL model which is a</p>

	<p>research-based program comprised of two components, being Integrated and Stand-alone ENL:</p> <ul style="list-style-type: none"> ● Integrated ENL: A unit of study in which students receive core content areas (ELA, math, science and social studies) and English language development. Integrated ENL will be taught by a dually certified teacher or English as a Second Language (ESL) teacher and a certified content teacher, who both co-teach and co-plan ● Stand-alone ENL: A unit of study which students receive instruction in order to acquire the English Language skills needed for success in core content areas. Stand-alone ENL instruction will be taught by a certified ESL teacher. <p>*To reduce cross contamination in the hallway, ENL services will be provided inside the classes when possible.</p> <p>The District provides English as a New Language program to ELL students in grades K-12 based on the student's English language proficiency as identified by the statewide English language proficiency assessment or the annual English language proficiency assessment and follows the Learning Standards employed by the State Education Department. (During the COVID-19 building closures for the 2019-2020 school year, the district will follow the protocol as prescribed by New York State Education Department in regards to students' proficiency levels and ENL services)</p> <p>Regular communication with the families will occur through the ESL teachers, and/or building principals in the families' preferred language. The use of an interpreter service (International Institute of Buffalo) will be utilized as needed . Written communication will be in the families' preferred language as identified in the district's school management system. ESL teachers will communicate regularly with families using such means as email, Class Dojo, and phone calls.</p>
<p>Remote</p>	<p>The District ensures that students identified as ENL/ELL are provided opportunities to achieve the same educational goals and standards that have been established for all students by the New York State Department of Education. As per Board of Education Policy, the District has taken steps to identify ENL students and provide them equal access to appropriate instructional and support services within the timeframes provided as prescribed by the Commissioner's Regulations.</p> <p>The District provides ENL/ELL student instruction utilizing the ENL model which is a research-based program comprised of two components, being Integrated and Stand-alone ENL: (This instruction will occur remotely)</p> <ul style="list-style-type: none"> ● Integrated ENL: A unit of study in which students receive core content areas (ELA, math, science and social studies) and English language development. Integrated ENL will be taught by a dually certified teacher or English as a Second Language (ESL) teacher and a certified content teacher, who both co-teach and co-plan ● Stand-alone ENL: A unit of study which students receive instruction in order to acquire the English Language skills needed for success in core content areas. Stand-alone ENL instruction will be taught by a certified ESL teacher. <p>The District provides English as a New Language program to ELL students in grades K-12 based on the student's English language proficiency as identified by the statewide English language proficiency assessment or the annual English language proficiency assessment and follows the Learning Standards employed by the State Education Department. (During the COVID-19 building closures for the 2019-2020 school year, the district will follow the protocol as prescribed by New York State Education Department in regards to students' proficiency levels and ENL services)</p> <p>Device, internet and platform equity will be monitored.</p> <p>Regular communication with the families will occur through the ESL teachers, and/or building</p>

	<p>principals in the families' preferred language. The use of an interpreter service (International Institute of Buffalo) will be utilized as needed . Written communication will be in the families' preferred language as identified in the district's school management system. ESL teachers will communicate regularly with families using such means as email, Class Dojo, and phone calls.</p>
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Staff and Human Resources

ASSURANCES:

1. Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.

The District will continue to comply with all locally negotiated and New York State requirements in terms of teacher and principal evaluation.

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

All current full-time teaching, administrative, and related service staff hold valid and appropriate certifications for their teaching assignments. The District will also continue to support the acceptance of student teachers. Student teachers will follow all of the social distancing, face covering, medical screening and other COVID-19 procedures that the staff will be expected to follow.

References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)
- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19](#)

Amendments to the Reopening Plan

Amendment #1 - 8-21-2020 - Stacey Aliasso made changes to the Special Education Section

On Page 42, 43 and 44 Under School Age Students with Disabilities

Current Read for all three charts:

School Age Students with Disabilities	
<i>In-Person</i> Special Classes (Agency/BOCES K-12)	<p>All students with disabilities will be provided special education programs and services, at their listed sites, with social distancing practices under department of health guidelines. Individual sites will determine their ability to manage all department of health guidelines.</p> <p><i>*Technological Devices have been provided to all students placed out of district as requested.</i></p> <p><i>**Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i></p>

Please Add this phrase - "Please see individual site reopening plans."

School Age Students with Disabilities	
<i>In-Person</i> Special Classes (Agency/BOCES K-12)	<p>All students with disabilities will be provided special education programs and services, at their listed sites, with social distancing practices under department of health guidelines. Individual sites will determine their ability to manage all department of health guidelines. <i>Please see individual site reopening plans.</i></p> <p><i>*Technological Devices have been provided to all students placed out of district as requested.</i></p> <p><i>**Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i></p>

Justification: Each site has their own reopening plan and has different phase-in procedures that must be adhered to.

Amendment #2 - 8-21-2020 - Stacey Aliasso made changes to the Special

Education Section

Currently Reads for all three charts on page 42, 43 and 44:

<i>In-Person Integrated Co-Taught Classes Grades K-8</i>	All students with disabilities will be provided special education programs and services, in their classes as indicated on building specific plans. Social distancing practices under department of health guidelines will be implemented. <i>* Technological devices will be assigned to individual students following current district procedures. **Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i>
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Please add this phrasing:

Cohort daily schedules as listed under the Teaching and Learning Section (pg. 37) will be utilized. (This should be amended in all three charts.)

<i>In-Person Integrated Co-Taught Classes Grades K-8</i>	All students with disabilities will be provided special education programs and services <i>as indicated on each student's individual education plans. Cohort daily schedules as listed under the Teaching and Learning Section will be utilized.</i> Social distancing practices under department of health guidelines will be implemented. <i>* Technological devices will be assigned to individual students following current district procedures. **Transportation will be implemented in accordance with students' IEPs and social distancing/DOH guidelines.</i>
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Justification: Students in integrated co-taught classes may not be in person each day due to the inability of social distancing requirements.

Amendment #3 - 8-21-2020 - President Young requested changes to the Special learning schedule due to the setting of the schedule to a 2-1-2 (schedule as described below)

Students will attend school with an alternating-day schedule that reduces student population density within the building. Students will attend school in-person for a portion of a week and the rest of the time they will engage in remote instruction. In this model, two separate cohorts of students will attend school on alternating days. The table below illustrates how two separate cohorts (Cohort Blue - students with the primary family last name A-K and Cohort Gold - students with the primary family last name L-Z) of students would attend school on alternating days on a 2-1-2 schedule outlined below. The actual Cohort Blue and Cohort Gold assignments will be determined with modifications as necessary.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort Blue	In-Person	In-Person	Remote	Remote	Remote
Cohort Gold	Remote	Remote	Remote	In-Person	In-Person

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort Blue	In-Person	In-Person	Remote	Remote	Remote
Cohort Gold	Remote	Remote	Remote	In-Person	In-Person

Amendment #4 - 8-21-2020 - Sheila Murphy, Director of Student Services - requested the following change.

Deletion of the sentence in In-Person and Hybrid: (same sentence) on page 47-48 of the reopening plan

*Students identified as ELLs are recommended to attend school in-person daily taking into consideration their learning needs, attendance and engagement in learning.

Reason: Social distancing would be difficult to accomplish by having students attend daily and receive their services within the classroom