



BUFFALO PUBLIC SCHOOLS

2020-2021 Reopening Plan *Following Period of Extended Closure*

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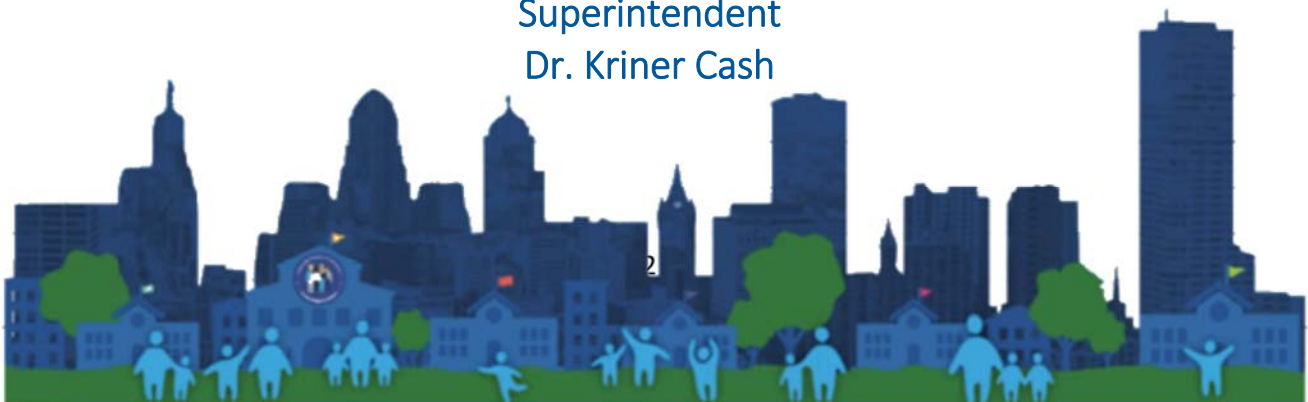
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PRIMARY RESOURCES AND PARTNERS

Center for Disease Control (CDC)

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

U.S. Dept. Of Labor: Occupational Safety and Health Administration (OSHA)

<https://www.osha.gov/Publications/OSHA3990.pdf>

New York State

<https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/OfficesSummaryGuidelines.pdf>

https://coronavirus.health.ny.gov/system/files/documents/2020/04/doh_covid19_faqs_updated_041720_2.pdf

<https://www.nysac.org/files/County%20Reentry%20Guide%20Final.pdf>

Erie County Department of Health

<https://www2.erie.gov/health/index.php?q=coronavirus>

Buffalo Public Schools

<https://www.buffaloschools.org/Coronavirus>

Council of the Great City Schools

<https://www.cgcs.org/corona>

NYS Education Department (RECOVERING, REBUILDING, AND RENEWING: THE SPIRIT OF NEW YORK'S SCHOOLS)

<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

Consultation with:

- Erie County Personnel Department
- City of Buffalo Department of Public Works
- Buffalo Public Schools Professional Organizations
- Superintendent's Health Advisory Council



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Dolores Rosso, Teacher Aide, North Park Community School #50

Parent Representatives – Parent Congress

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Assunta Ventresca, BPS grandparent/Direct Caregiver and certified CHW

Denise Fischer, Special Education Parent Advisory Committee (SEPAC)

Kim Hernandez, Special Education Parent Advisory Committee (SEPAC)

Keith Jones, Buffalo Parent Teacher Organization (BPTO)

Katie Junevic, Parent Network of Western New York

Dr. Wendy Mistretta, District Parent Coordinating Council (DPCC)

Kenneth Simmons, Most Valuable Parents (MVP)



TABLE OF CONTENTS

EXECUTIVE SUMMARY	8
SUPERINTENDENT’S MESSAGE	9
GUIDING PRINCIPLES	10
LESSONS LEARNED	12
TEACHING AND LEARNING	14
SCHOOL REOPENING MODELS: OVERVIEW	15
SCHOOL SCHEDULES	16
ATTENDANCE AND CHRONIC ABSENTEEISM	17
SOCIAL-EMOTIONAL LEARNING	18
CONTINUITY OF INSTRUCTION	20
CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES	23
CAREER AND TECHNICAL EDUCATION	27
ATHLETICS/PHYSICAL EDUCATION/HEALTH	28
SPECIAL EDUCATION	30
MULTILINGUAL EDUCATION	32
TECHNOLOGY AND CONNECTIVITY	34
SAFETY AND OPERATIONS.....	38
HEALTH AND SAFETY	39
SAFETY AND WELLNESS	41
FACILITIES	43
CHILD NUTRITION	44
TRANSPORTATION	46
FAMILY AND COMMUNITY ENGAGEMENT.....	49
COMMUNICATION PLAN WITH FAMILIES/FAMILY ENGAGEMENT	50
HUMAN RESOURCES CONSIDERATIONS.....	55
TEACHER AND PRINCIPAL EVALUATION SYSTEM.....	56
CERTIFICATION, INCIDENTAL TEACHING, SUBSTITUTE TEACHING	58
APPENDICES	59
APPENDIX A: SUPERINTENDENT’S REGULATORY REQUESTS TO NYSED	60
APPENDIX B: SUPERINTENDENT’S PROPOSAL FOR A PHASED REOPENING	63
APPENDIX C: SUPERINTENDENT’S REQUEST TO NYSDOH AND ECDOH	65
APPENDIX D: UNFUNDED COVID-19 COSTS.....	66
APPENDIX E: PRELIMINARY PROFESSIONAL DEVELOPMENT NEEDS RELATED TO COVID-19.....	67
APPENDIX F: DAILY HEALTH SCREENING FOR COVID-19.....	75

APPENDIX G: PREVENTION RESOURCES	76
APPENDIX H: MAINTENANCE STANDARDS	77
APPENDIX I: PARENT/CAREGIVER/GUARDIAN STAKEHOLDER SURVEY	87
APPENDIX J: COVID MAPPING	89
APPENDIX K: EMERGING CONSIDERATIONS	95
APPENDIX L: ATHLETICS COVID-19 SAFETY PLAN.....	96
REFERENCES.....	98

EXECUTIVE SUMMARY

On March 16, 2020, Governor Andrew Cuomo issued Executive Order 202.4: *Notwithstanding any prior directives, every school in the state of New York is hereby directed to close no later than Wednesday, March 18, 2020.* Further gubernatorial action required school facilities to remain closed through the end of the 2019–20 school year.

Now, school leaders are turning their focus to successfully plan for a safe and healthy start to the 2020–21 school year. The New York State Education Department (NYSED) held regional reopening meetings which aided in developing the New York State reopening guidance. The Buffalo Public Schools (BPS) reopening committee met virtually on June 2, June 16, July 20, July 23, July 27, and July 29 to help plan the reopening of Buffalo’s schools in the Fall of 2020. Meetings will continue through August.

A district-wide survey of stakeholders was developed and released on June 10, 2020. The survey closed on July 2, 2020. Over 2,700 responses were received and that information helped to guide and shape this reopening plan. BPS will update results throughout the month of August (See Appendix I).

Buffalo Public Schools is committed to communicating frequently on ways in which the District is following Centers for Disease Control (CDC) and State Education Department guidelines on school reopening, as well as providing training and materials for employees during this transitional education period. An important part of successfully communicating will involve addressing the concerns of employees, students, and parents about their personal health and the health of those they care about (CGCS, 2020).

While the COVID-19 pandemic has significantly impacted and altered so many areas of our lives, the Buffalo Public Schools is committed to this reopening plan to ensure that every child is supported.

The pandemic has given each of us the opportunity to reimagine education. This working draft Reopening Plan provides a comprehensive overview of the way educators and administrators will ensure that school is reopened safely to meet the diverse needs of our students and families during this unprecedented time.



SUPERINTENDENT'S MESSAGE



Since March, each of us has experienced the trauma and tragedy wrought by the COVID-19 closure. Our children have observed a country not only ravaged by this deadly pandemic, but also a deeply divided country in search of its character. Throughout our community, while we have witnessed much of what plagues the rest of the nation, we have also witnessed heroic examples of resilience and resolve. Together as a united Buffalo, that fortitude will be vital as we prepare to re-open our schools.

I am deeply appreciative to all of our District employees and each member of the Board of Education for the example they have championed during this closure. Our civic and community partners, exemplified by our key strategic collaboration with Say Yes Buffalo, have also demonstrated their ongoing commitment to children and, without hesitation, have been the reliable friends we knew we could count on. And our teachers—ever heroes for children—never paused in the daily honoring of their craft through meaningful remote instruction and support for their students under the most challenging of circumstances.

With the courageous and loving efforts of parents and caregivers, many children continued to have access and opportunity to learning that will now reap essential rewards as classrooms re-open. All of us in the District community are grateful to our parents and caregivers for their valiant accomplishments in the face of so many challenges.

Lessons learned from our Spring remote learning efforts further unmasked long simmering inequities with the digital divide and the disproportionate health and economic impact of COVID-19 on our communities of color. The Working Draft Reopening Plan that follows represents the initial work of a wide range of district stakeholders to respond to the guidelines for reopening established by the New York State Education Department (NYSED). It is in two main parts: the 58 page narrative describing our plans for Teaching and Learning, Safety and Operations, Family and Community Engagement and Human Resource Considerations; and an extensive Appendices section that lays out many of the conditions that will be required to effectively execute the plan, including a phased-in approach, significant funding for Personal Protective Equipment (PPE), technology needs, and facility re-configuration, cleaning, and staffing.

Life is the most precious gift we have been given. This plan is flexible and open to the community for continuous improvement. It represents a respect for balance between uncompromising safety for our staff and students and the need for children to advance their academic and social-emotional growth. If we stay united, supportive of each other, genuinely committed to the safety and health of others, we will go far in restoring the stability of schooling all children need now more than ever.



GUIDING PRINCIPLES

These initial plans were established using the *Guiding Principles & Action Steps for Reopening Schools* from The School Superintendents Association - AASA COVID-19 Recovery Task Force:

1. Plan Multiple Reopening Scenarios and Contingencies to Ensure the Health, Safety, and Well-Being of All Students and Staff

It is essential that district leaders and staff anticipate the reality of multiple potential scenarios associated with the reopening process. These may include a return to in-person learning, the continuation of virtual learning, or a blended approach involving some students and staff returning to in-person learning while others continue to participate in remote learning. Policies and procedures must be in place and maintained consistently for attendance, health screening and quarantine procedures, school closures, social distancing, hygiene, and cleaning aligned with the unique challenges of each scenario (in alignment with recommendations from the Centers for Disease Control and Prevention).

2. Build A COVID-19-Response Reopening Infrastructure Aligned with Changing Scenarios and Needs

It is essential that leaders and staff prepare for a changing landscape when reopening occurs. Careful consideration must be given to safety and sanitation, the implications of social distancing, and shifting roles and duties of staff as education returns to some form of normalcy. Accommodations must be made to address learning loss as well as ensuring support services for students, staff, and families extending from the crisis.

3. Ensure Students' and Families' Equitable Access to Technology Required for Virtual Learning

The COVID-19 crisis has brought a stark spotlight on the many inequities evident in our diverse student populations. A critically important priority is the continuation of free access for all learners to Broadband connectivity, the internet, and related hardware.

4. Provide Continuing Support to Students and Adults to Address Their Immediate and Long-Term Physical, Psychological, Social, and Emotional Needs

Without question, Social and Emotional Learning (SEL) is a critically important priority that has emerged from the crisis and related school closures. The psychological, interpersonal, and emotional needs of students, staff, and families must become a key focal point as some form of reopening occurs. In addition to requisite services and resources, SEL strategies and techniques must become a consistent part of classroom instruction, reinforcing safety, well-being, and engagement within the learning community.

5. Make Certain That All Schools Are Trauma-Informed and Trauma-Skilled

Extensive professional development is necessary to ensure that staff understand the long-term effects of various forms of trauma (i.e., physical, psychological/mental, and relational). As staff become trauma-informed, district leaders and staff must ensure that policies and practices are in

place to address the impact of trauma in its various forms and ensure that schools are safe spaces within which individuals and groups can express their concerns, anxieties, and fears.

6. Prepare for COVID-19-Related Changes in Human Resource Management and Practices

Educational leaders must prepare for a variety of potential human resource and related contractual issues that may extend from the COVID-19 crisis into the reopening process.

7. Offer Ongoing Personalized and Differentiated Professional Learning

In the new educational environment, we are entering, educational leaders must ensure that sustained professional development is available for administrators, teachers, and support staff on a range of crisis-related issues. These include strategies for making virtual learning engaging and interactive, addressing SEL needs among students and staff, and enhancing staff understanding of what it means to be trauma-informed and trauma-skilled.

8. Transform the Teaching-Learning-Assessment Process to Ensure Personalization, Engagement and Differentiation

Educators throughout the United States have confirmed that the COVID-19 crisis has revealed the power and importance of transforming teaching and learning as we typically practice them. Classrooms must be safe, healthy, and inviting learning communities. We must ensure that all students feel respected, acknowledged, and efficacious in their learning process. Our curriculum must be culturally responsive and relevant, organized around such connecting schema as themes, universal and enduring understandings, and essential questions. Similarly, we must overcome our prior tendencies to “teach to the test,” expanding our assessment repertoire to include a balance of formative assessment, criterion-based coaching and feedback, and summative assessment that is performance-centered and—whenever possible—project based. Classrooms and schools must become increasingly personalized, engaging, and differentiated environments that acknowledge and address students’ varying readiness levels, interests, and learner profiles.

9. Anticipate COVID-19-Related Budget and Fiscal Management Issues

Without question, these are unprecedented times in terms of public health and economic well-being. As schools reopen, educators must be alert to potential funding shortages, shortfalls, and budget reallocation to fund a range of health and sanitation supplies, as well as budgetary implications of social-distancing requirements.

10. Embrace a New Paradigm for Public Education

AASA Task force superintendents reinforced that educators will benefit from viewing the COVID-19 crisis as a breakthrough opportunity to transform schools and education as we know them. The crisis has reinforced long-standing inequities and imbalances within the United States extending from racial, ethnic, cultural, and geographic divides. The lessons we have learned during the pandemic can lead us to a new way of ensuring the achievement of all learners while emphasizing their physical development, health issues, as well as their social-emotional learning progress.



LESSONS LEARNED

ACCESS AND EQUITY

- Technology and connectivity must be provided to all students to ensure every child has access and can participate equitably in online instruction. The BPS obtained approval for emergency funding needed to secure additional equipment necessary to help bridge the digital divide. Local business and community partnerships are also key to gaining assistance and support for student technology access and equity.
- Plans must account for the disproportionate health and economic impact of COVID-19 on certain communities, including how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps.
- Technology can be used to develop an efficient and effective method to track teacher-to-student contact on a daily basis and make certain students have access to the required technology for remote learning.
- A helpline for parents and students to obtain assistance with technology is an essential element to increasing adoption and use of technology.

TECHNOLOGY AND INFRASTRUCTURE

- Distribution of laptops and hotspot devices must be timely to effectively support student access to online instruction.
- Learning platforms and video conferencing must be able to support consistent access by BPS students and staff.
- Students must have secure ways to access synchronous learning.
- Honoring students' individuality (such as by reflecting preferred names within digital platforms) while ensuring student data privacy is critical.
- Professional development and training is necessary for teachers and students to embrace, adopt and successfully utilize the programs and platforms endorsed for both the regular and digital classroom.

COMMUNICATION

- During this period of upheaval, it is important for the District to provide multiple points of engagement in order to reach stakeholders, including websites and social media platforms,

traditional forms of communication like letters, phone calls, and emails, and more innovative forms of communication such as applications that provide two-way translation services.

- The District will seek feedback from stakeholders, especially from our most vulnerable communities, to understand how best to reach and support families.

PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE

- The District must seek to streamline access to technology for parents and students and provide timely and effective support for staff, family and students to engage with the required technology.
- Teachers will need ongoing professional development and coaching regarding ways to increase student engagement and effectively adapt instruction during remote learning sessions.
- Professional development, coaching, and follow up must be consistent and ongoing to ensure that professional learning has been successfully integrated into practice.

TEACHING AND LEARNING

- The impact of the pandemic is far-reaching; it affects students' readiness to engage with learning and families' ability to support learning. It is imperative that we infuse social emotional learning and supports as essential and integral elements into our planning for the new year.
- The success of online learning will be impacted by a students' ability to build positive relationships with teachers and peers. Schools must provide multiple opportunities to build a positive classroom culture and to address the needs of students and staff.
- A schedule that includes expectations for synchronous and asynchronous instruction will provide consistency and foster engagement.
- The District will leverage online resources to enable greater engagement and accommodate any possible transition between instructional models.
- Curriculum must maintain academic rigor, though modifications are necessary to prioritize grade-level standards while embedding skills from previous learning for strategic reinforcement.



A photograph of a classroom scene. A female teacher with grey hair is sitting on a colorful, patterned rug, facing a group of young children. Several children are also sitting on the rug, some looking at the teacher and others looking towards the camera. In the background, there is a whiteboard with handwritten text, a shelf with various items, and a bulletin board with red apple cutouts. The text "TEACHING AND LEARNING" is overlaid in large, white, bold letters across the center of the image.

TEACHING AND LEARNING

Good Morning Friends
Today is Tuesday, October
It is warm. We have gym aft
We learned the sound for
and colored Frankie

SCHOOL REOPENING MODELS: OVERVIEW

The New York State Education Department (NYSED), along with the Governor's office, encouraged every district to develop three (3) plans:

A. **In-Person Model:**

Students will attend school on campus each day school is in session.

B. **Hybrid Models:**

This model allows flexibility in the education of students across the District. Not all students will be in the school building at the same time, allowing for a blend of in-person and remote instruction.

C. **Remote Learning Model:**

Students will remain at home, and teachers will provide remote instruction.

Models A and B above require strict adherence to the CDC guidelines. Some of the guidelines include:

- Face coverings for all staff members -- with coverings encouraged for students
- Cleaning and disinfecting of high-touch surfaces daily
- Restrictions on mixing of students, keeping the same groups of students with the same staff members as much as possible
- Canceling of field trips, events, and extracurricular activities
- Spacing desks 6 ft. apart, facing the same direction
- Closing dining halls and serving meals in classrooms
- Spacing on school buses, putting one student in every other row
- Minimize sharing of objects such as electronic devices
- Serving pre-packaged food instead of buffet-style meals when possible
- Conducting daily health screenings, such as temperature checks

Governor Cuomo announced on July 8, 2020, that a final decision regarding school reopening will be made during the first week of August (Aug. 1-7, 2020).

SCHOOL SCHEDULES

The BPS is seeking to adopt either a Hybrid model of instruction, or a completely virtual model of instruction, as instructed by the office of the Governor.

HYBRID MODEL: ALTERNATING DAYS, GROUP 1/GROUP 2

In this model students will be divided into two groups. Due to the guidance received from the State Education Department as well as the Department of Health, it is imperative that social distancing is maintained in the classroom. With that requirement, most classrooms in the District are not able to accommodate the full capacity of students assigned to a classroom with social distancing measures (6 ft.) in place. Therefore, an “alternating days” schedule must be utilized.

Buffalo Public Schools Scheduling sub-committee is tasked with reviewing different scheduling models to accommodate alternating days.

Monday	Group 1 – in school, Group 2 - Virtual
Tuesday	Group 2 – in school, Group 1 - Virtual
Wednesday	Group 1 – in school, Group 2 - Virtual
Thursday	Group 2 – in school, Group 1 - Virtual
Friday	Group 1 – in school, Group 2 – Virtual

The pattern would continue the following week with Group 2 – in school on Monday, and Group 1 Virtual on Monday of week 2. This pattern would be more detailed at the High School level to incorporate our letter days (6-day cycle):

Monday	Group 1 – in school: A Day
Tuesday	Group 2 – in school: A Day
Wednesday	Group 1 – in school: B Day
Thursday	Group 2 – in school: B Day
Friday	Group 1 – in school: C Day

The pattern would continue into the following week.

Guidance has been received from the Erie County Department of Health to rethink the plan for Encore area teachers (Art, Music, Home & Careers, etc.) at the elementary level to travel between classrooms in order to limit the chance of infection. With that in mind, students may receive instruction in encore subjects virtually on the days students are at home (alternating days). These details will be addressed in the scheduling sub-committee.

REMOTE LEARNING MODEL

Students will remain at home, and teachers will provide remote instruction. Expectations will be established for the amount of synchronous and asynchronous instruction to be provided in each student’s scheduled day.

ATTENDANCE AND CHRONIC ABSENTEEISM

EDUCATIONAL EQUITY AND ACCESS

Whether remote or with a hybrid reopening model, all students are expected to attend school five days per week, in alignment with NYSED and School District Policies and Regulations. During both face-to-face and remote learning, teachers will record student attendance. School-based and central office staff will actively identify students who are not regularly attending class (remote or face-to-face) and assisting them to overcome barriers preventing each student's attendance.

In addition, all school Pupil Personnel Staff (i.e. school psychologist, school guidance counselors, attendance teachers, and school social workers) and school-based partners will provide a range of tiered prevention and intervention supports for students, including but not limited to:

- Attendance Follow-up Intervention
- Small Group Counseling
- Classroom Discussion
- Crisis Counseling (as needed)
- Social Emotional Learning Lessons Integrated into Academic Areas
- Brain Yoga Exercises
- Mindfulness Activities
- Individual Counseling
- Daily Restorative Circle Discussions
- Reflective Journaling
- Exposure to an Emancipation Curriculum designed to amplify and lift student voice on Social Justice concerns.

SOCIAL–EMOTIONAL LEARNING

The return to school this year will be unlike any other in the history of the Buffalo Public Schools and will be emotionally charged for students and adults. BPS will make every effort to safeguard the health, safety, and social-emotional well-being of its students, employees, and community-at-large. Planning and decision making will be guided by the CDC, New York State Education Department (NYSED), New York State Department of Health (NYSDOH), and the Erie County Department of Health (ECDOH).

The District will collect and report daily student attendance. Policies and procedures will focus on providing interventions and support which will address absences before students fall behind in school and the academic consequences of lost instructional time. The developed procedure will support ensuring daily contact with students in remote or hybrid settings. Attendance data must be reported in the Student Information Reporting (SIRS) System.

MEETING THE MENTAL HEALTH, TRAUMA, AND SOCIAL-EMOTIONAL NEEDS OF STUDENTS AND STAFF

To re-imagine access, equity, opportunity, and quality in schools, we must prioritize safe, supportive, culturally sustaining and inclusive learning environments that promote social and emotional competencies of both students and adults. This requires:

- centering the plan on relationship building,
- honoring the voices and lived experiences of all members of the school community,
- allowing adults space to reflect on and interrupt biases that may be reinforced within systems, and
- expanding opportunities to intentionally and innovatively meet the language, safety, and instructional needs of all, but especially our underserved populations.

OPENING OF SCHOOL

The District understands that staff will need space and time to build supportive and culturally responsive relationships with families and students, thus the first two weeks of school will be intentionally focused (whether hybrid or remote), on supporting teachers, regardless of content area certification, to establish student routines, relationships, and safety by implementing a “Cultural and Linguistically Responsive, Trauma Informed Social Emotional Learning” curriculum to students.

SOCIAL-EMOTIONAL SAFETY AND WELLNESS

The District will work in collaboration with school-based, faith-based, and community partners to provide expert support, professional development, training and resources throughout August and September to address students’ and staff members’ needs in the following four areas and to build on the foundation established in the initial two weeks of school. Training and sharing of resources will continue throughout the school year. Specific supports for both a hybrid and remote environment include:

1. Mental Health and Trauma

- Continued assignment of a mental health clinic to every school site.
- In-person and virtual counseling.
- Access to mental health hotlines.
- Training for principals on meeting mental health needs of students, families, and staff.
- Training for school counselors, school social workers and school psychologists on newly available mental health services.
- Training for teachers on identifying and assisting students who need extra supports.

2. Social Emotional Learning

- Training for teachers on implementing (virtually and face-to-face) a grade-banded, “Cultural and Linguistically Responsive, Trauma Informed Social Emotional Learning” curriculum.
- Resources to help school leaders support social-emotional learning in their schools.
- Mindfulness training and resources.

3. Relationships and Community

- Training on expectations of the plan for all school-based partners.
- Training for principals and staff on community-building through restorative circles and restorative disciplinary approaches.
- Expanding the multitude of faith-based and community partners who serve in an advisory capacity, to continue to progress the District’s work in the District’s Wellness Policy.

4. Staff Wellness

- Facilitated support sessions/training for staff and leaders throughout August.
- Professional development for teachers on integrating mindfulness practices into their day.
- Training for principals on best practices to support adult wellness in schools.

CONTINUITY OF INSTRUCTION

PREKINDERGARTEN

The BPS will incorporate the assurance language into the contract with every CBO. The district will meet with the CBOs virtually to explain what the assurance means and require each CBO to submit a document explaining their plan to meet the assurance. The district will conduct periodic checks of the CBOs to ensure all assurances are being met.

CONTINUITY OF LEARNING

The Buffalo Public Schools continuity of learning plan for the 2020-21 school year includes in-person, remote, and hybrid models of instruction. Instructional guidance will be provided to schools to support teaching and learning in any environment. The instructional program includes regular, substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.

SYNCHRONOUS AND ASYNCHRONOUS LEARNING

Both the hybrid and remote learning models require teachers to deliver some level of synchronous and asynchronous instruction. Synchronous learning means that teachers deliver instruction in real time, whether in-person or in a virtual environment. Asynchronous learning refers to students' ability to access information, demonstrate what they've learned, and communicate with classmates and instructors at different times and at their own pace.

Examples of Synchronous Instruction with Substantive Interaction

- Live, in-person instruction
- Live, virtual (remote) instruction
- Virtual office hours

Examples of Asynchronous Instruction with Substantive Interaction

(Asynchronous instruction will be supported by consultation and communication via email/ phone/virtual platform/other technology)

- Writing or other assignments posted in Schoology
- Self-paced Nearpod or GradPoint lessons
- Readings, videos, video-taped lessons accompanied by a means to verify participation, including responding to questions, completing assignments or exit tickets, or student participation in online discussion boards
- Completion of activities to complement core instruction using District approved online programs including Zearn, Moby Max, Lexia Core5 or PowerUp, myON, Think Central, Pearson Realize, NextLesson, and Quill
- Hard copy learning packets aligned to grade level state standards

LEARNING MANAGEMENT SYSTEM

Feedback from parents during the earlier closure this spring indicated that the District should seek to reduce the number of systems and logins that students/families needed to use. Therefore, in 2019-20, all teachers PK-12 will use the learning management system, Schoology, to facilitate content delivery. Teachers will create courses and post course content in Schoology, including video and website links, virtual conferencing links, documents, PowerPoints, and Nearpod lessons. Students are also able to message their teachers through Schoology.

Wherever possible, the District intends to leverage online resources such as digital copies of textbooks, supplemental programs like Zearn (for K-6 math), online platforms and applications like Lexia Core5 and PowerUp, myON, Moby Max Math/Science, Think Central, Nearpod, Pearson Realize, and Castle Learning. These resources can be accessed through our single sign-on portal, Clever. Links to Clever can also be hosted in Schoology. Younger students can also use badges to login to Schoology.

Please note, the District is working to procure devices for all grade levels. However, If PK-1 students do not have sufficient access to a device and/or connectivity, the District will provide hard copy learning materials. During the first weeks of school, the District will orient students on the use of the technology and the instructional applications being used for learning. Parent orientations will take place in August and throughout September.

PLATFORM FOR SYNCHRONOUS INSTRUCTION, CONFERENCING

Microsoft Teams is the District's conferencing platform for use with students. Teams allows teachers to provide synchronous instruction and to host virtual office hours. Teachers will also schedule virtual conferences through Teams to support students individually and/or small in groups. Links will be hosted in Schoology.

TRANSITIONING BETWEEN MODELS

Due to the fluid nature of the current pandemic situation, student learning environments are likely to change, shifting between in-person and remote settings, at different points in the year. Quick changes in communicating scheduling/stay-at-home orders will be the same as for weather closings with a website alert, notification to all local media, and language appropriate calls to homes as well as social media messaging.

CURRICULUM

Equity is at the heart of all school instructional decisions in the BPS. Whether delivered in-person, remotely, or through a hybrid, there are clear opportunities for instruction that are accessible to all students and aligned with State learning standards. Curriculum committees are in the process of prioritizing the most impactful standards/skills and identifying relevant standards/skills from the previous spring to be integrated into the current year's instruction through curriculum spiraling and RTI/AIS opportunities as appropriate. Assessments administered in the beginning of the 2020-21 school year will

help teachers to determine what additional supports are needed for each student. Additional guidance for teachers and administrators will be shared through the District's Instructional Plan 2020-21.

Working Draft

CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

RE-ENVISIONING CULTURALLY AND LINGUISTICALLY RESPONSIVE PRACTICES IN SCHOOLS

As we consider the re-opening of schools during this time of COVID-19 pandemic, we must not only reimagine how schools will operate and provide culturally and linguistically responsive educational practices, but also how students are supported academically whether instruction occurs in person, remotely, or in a hybrid model. Culturally and linguistically responsive social emotional well-being, as well as educational equity and anti-racist educational practices must be centered as a top priority as schools re-open. Before we can adequately address the mandated core curriculum, a curriculum of inclusion, and anti-racist pedagogy, we must ensure students' mental, social well-being, and intellectual safety in order to set the stage and build the platform for students to be able to achieve academically in either of our proposed re-opening models. Moreover, as support systems and required nurturing and caring adults who can adequately support our diverse student population, we must recognize and attend to the needs of parents, families, teachers, administrators, and community members who are also experiencing trauma and anxiety related to the pandemic and a heightened national awareness in regards to systemic racism and implicit bias that has negatively impacted communities of color and the students and families whom we serve. Paramount to addressing and centering the racial and linguistic equity needs of our students during these unprecedented times, the Office of Culturally and Linguistically Responsive Initiatives have posited the following key levers for ensuring instructional continuity, effective Social Emotional Learning (SEL) supports, as well as, culturally and linguistically responsive teaching practices that launches the re-opening of schools with sustained student supports for necessary academic achievement related to either the in-person, remote, or hybrid models:

1) Teacher and Administrator Professional Development

Teachers and administrators will need unique training to adequately address equity-based remote and/or hybrid model teaching and learning as we reimagine how schools will best serve students in the initial re-opening phase of schools and beyond. This training will be centered on providing strategies for developing effective remote and hybrid model learning experiences which also include empathy, antiracist educational practices, and Social Emotional Learning for all students, including Multilingual Learners and Students with disabilities. Instruction on using the District provided technology platforms, as well as other online equity and anti-racist teaching resources will drive professional learning and culturally and linguistically responsive educational practices during the re-opening and throughout the 2020-2021 school year. "Educators must know that race, socioeconomic status, ability, language, and other social forces exacerbate inequities in terms of access to resources, opportunities, power, culturally responsive instruction and education writ large (Kirkland, 2020, p.4). All professional learning will occur in both the in-person and hybrid models for teachers and administrators.

2) Instructional Resources

During this time of heightened awareness related to anti-racist educational practices and dismantling systemic racism that disproportionately impacts communities of color, a curriculum of inclusion which centers the voices of Black and Brown students continues to be of critical importance and will be centered alongside Social Emotional Learning, during the re-opening phase of schools. Instructional resources provided will demonstrate a commitment to the nurturing and positive development of the minds of our students as related to their well-being and the national discussions and topics on race and anti-racism, as well as literature and criticality related to issues of social justice. Moreover, it has become increasingly more important for students of color to see positive images of themselves with narrations about their communities represented in instructional materials and daily classroom discussions. The Office of CLRI has worked to support a curriculum of inclusion which centers the lived experiences of Black and Brown students and provides an intellectual “brave space” in the in-person, virtual, or hybrid model classrooms. Therefore, all instructional resources will be provided on both the District’s Schoology virtual learning platform, as well as, via hard copy to address the digital divide and the in-person and hybrid models. Curriculum resources employed include, but are not limited to Black Lives Matter in Schools Curriculum; the 1619 Project Curriculum Resources, Moments in Time Video History Resources, the New Jersey Amistad Web-Based Curriculum, the historically responsive Brownies’ Books edited by renowned scholar W.E.B DuBois, and MyOn platform, diverse literature resources. Teachers, students and families can also access the aforementioned resources and many others on the CLRI website on the Districts’ main page.

3) Instructional Delivery (Teacher, parents, community organizations)

Teachers will be supported to provide critical culturally responsive instruction in the in-person and remote models, however, curriculum resources will be flexible and user friendly enough in order to seamlessly move to a remote, and/or hybrid model if required, wherein teachers, parents, and community members are empowered to ensure a continuity of daily instruction using District provided CLRI curriculum resources and materials. Ongoing training for all District stakeholders on the availability, use, access and implementation of CLRI virtual and hardcopy resources will be provided.

4) Parent and Family Engagement

In this time of COVID-19, as it stands in relation to a hybrid, in-person or virtual model of learning for the 2020-2021 academic year, the Office of CLRI seeks to continue its vision in establishing a community that embraces, values, and infuses culturally and linguistically responsive teaching and learning for all students. Community goes beyond school and district staff to include families, the Office of CLRI believe that family engagement is vital to a student’s success in school. The Office of CLRI views families as allies and assets for educating and supporting children. Parent training on the use of District provided culturally responsive remote curriculum resources is paramount to instructional continuity and inclusion. Parents must also be provided access to hardcopy CLRI resources for those who may be experiencing the digital divide. We value the authentic social and cultural identities of our families and students and how those identities support student learning. In alignment and citing NYU’s Metropolitan Center for Research on Equity and the Transformation

of Schools, the Office of CLRI believes and supports that Buffalo Public Schools' district leaders, building administrators and educators must:

- ❖ **view parents and guardians as partners with equal power and as experts on their children and communities**
- ❖ **understand that families and their cultures are assets that are fundamental to learning**
- ❖ **value and invest in building authentic relationships between educators and families**
- ❖ **collaborate with parents and guardians in decision-making processes**
- ❖ **use diverse and effective methods of communication to reach families**

5) Raising Student Voice In-person or Virtually

The CLRI department is committed to raising student voice through the successful implementation of various instructional programs that empower Buffalo Public Schools' middle and high school students to utilize their voice to create change. Typically, the programs meet in person, however, due to COVID-19 restrictions we are prepared to meet virtually or in a hybrid model, and each program will meet utilizing a virtual model (i.e. zoom) with the same targeted curriculum to empower students and promote positive change. Programs are:

My Brother's Keeper (MBK) Male Academy – Male students in Grades 7 and 8 receive targeted instruction about Black and Latinx history. They are mentored by BPS teachers, administrators and male community members.

Big Sister Little Sister Mentoring Program - This Mentoring Program is made up of 11th grade young women from the Buffalo Public Schools. The Buffalo Public School District has partnered with the Uncrowned Queens Institute for Research & Education on Women, Inc. to empower young women of color through, nurturing aspirations, and soft skills enhancement.

Global Scholars - Multiple schools in the Buffalo Public School District are represented in this international program. Through a variety of multimedia communication methods, scholars connect with other peers from around the world to learn about each other's cities, a common global problem they are studying, and investigate solutions for solving this problem.

MBK Fellows - MBK Fellows program provides 11th grade young men of color, with opportunities to gain authentic leadership experience(s) and develop service projects beneficial to the schools they attend and the communities they live in.

Our Story Project - The Our Story Project is made up of 9th, 10th, and 11th grade scholars from various high schools. A culturally and linguistically responsive teaching curriculum is used as the framework for this program so that scholars learn about their own history, social justice, and can see themselves in the curriculum. Hip-hop literacy and technology skills are also embedded into the program to promote scholars' voices in advocating for social justice and 21st century skills.

Scholars for Social Justice (SSJ)-

The Scholars for Social Justice (SSJ) Program is made up of 11th and 12th grade scholars from the Buffalo Public Schools. These scholars participate in the District's Disproportionality Workshop

Sessions, SSJ-specific training, their schools' CLRI Teams, and summer internships through the Mayor's Office.

6) **Anti-racist educational Practices in the remote and /or hybrid models**

Anti-racist teaching and initiatives have begun to spearhead discussions on education during this time of heightened racial awareness. As our nation begins to address the Black Lives Matter Movement through ceaseless peaceful protests, riots, and literature related to the topic of equity, systemic racism in education must also be unpacked, in order to move forward, into the healing space. Anti-Racist teaching and practices are the perspectives in which we see the world, and it combats the common way we view education. It spans from the way educators teach a lesson, to the way learning institutions address events with historical accuracy, creating a space for marginalized groups to be heard. It is important for educators to become aware of the current racial climate in our nation, and to have an understanding of what students may be experiencing throughout their academic career. As we consider re-opening and re-imagining schools and Americans across the nation grapple with the global pandemic of COVID-19, it should not be dismissed that many students are experiencing two pandemics: that of COVID-19 and systemic racism. With many works on anti-racist teaching re-emerging, post the murder of George Floyd, educators have access to information and literature that aligns with the mission to dismantle racism in the classroom. A few works that can aid in developing knowledge during the beginning stages of understanding this body of work are:

Stamped from the Beginning by Ibram X. Kendi, the definitive history of racist ideas in America
“Dear White People” by Natalie McCabe Zwerger unpacks the ways in which allies can work to dismantle racism during this time.
“My Life as an Undocumented Immigrant” by Jose Antonio Vargas discusses the plight of the undocumented immigrant community, which is a marginalized community that many educators are unaware of in their own schools and classrooms.

These readings and others are recommended readings for all teachers, administrators and parents as we approach the difficult work of dismantling systemic racism in the Buffalo Public Schools.

CAREER AND TECHNICAL EDUCATION

The Career & Technical Education Department (CTE) is dedicated to teaching students both industry and professional/soft skills in a variety of technical areas, as well as support academic skills through cross-curricular integration. In any model, the delivery of high quality CTE programming, while remaining flexible to meet the diverse needs of students will remain at the forefront.

FULL IN-PERSON MODEL

In a full in-person mode strict guidelines for safety must be adhered to ensure the well-being of students and faculty in CTE labs and classrooms. Internal sanitation training will be provided to teachers for cleaning and disinfecting high touch surfaces in labs and classrooms. Proper signage, sanitizers and masks will be in place with alignment to industry models offered by program appropriate advisory. Some video delivery of task/skill modeling will be in place when at all possible to reduce the congregating of students in lab/classroom demonstrations. Classroom and lab configurations will be visited to ensure adherence to safety guidelines set by the CDC. Some dividing mechanisms may be purchased to ensure safe division when spacing may not be otherwise attainable.

CTE COMPLETELY VIRTUAL MODEL

In a complete online learning environment, CTE teachers will be trained to effectively use the Schoology platform to connect with students, post assignments, and administer assessments. Lifesize, a video conferencing application housed in Schoology, will be used to deliver synchronous lessons during the school week while building relationships with students and checking on their social-emotional status.

- Plans are underway to post recorded lessons and use instructional videos in Schoology for students to review, if needed (missed the lesson or need further reinforcement).
- Teachers will be available during office hours to work individually with students.
- Work-based learning is now approved to be virtual, per new guidance from NYSED along with other flexibilities concerning Career Development and Occupational Studies (CDOS) pathways.
- Attendance will be reviewed on an individual basis in alignment with district flexibility.
- Collaborate with the Multilingual department for translation of materials when needed.
- Advisory partnerships will continue planning and collaborating remotely.

CTE HYBRID MODELS

The “blended-learning” strategy will be implemented to reduce the class size and lower the risk of contact between students and faculty. The delivery of hands-on instruction will continue to be the core objective of CTE. The use of researched based logistical deliveries of “blended learning” to deliver CTE instruction effectively and safely will be employed in adherence to CDC guidelines:

- Cloth face covering will be available and mandated for all CTE students and faculty.

ATHLETICS/PHYSICAL EDUCATION/HEALTH

During this unprecedented time of navigating the COVID 19 pandemic, quality health and physical education instruction is crucial to the health and well-being of children and adolescents. It is essential to deliver instruction that focuses on physical, cognitive, and affective learning aligned with Social Emotional Learning. In addition, it is important to be cognizant of equity, equality, inclusion, and accessibility issues as they pertain to instruction and student learning. The full detailed health and physical education reopening plan is available for review and was created by the WSCC Physical Activity Committee including the Health and Physical Education Department, 9 high school and 13 elementary school health and physical education teachers, parents and community partners that met in 15 meetings, over 25.5 hours that began in April of 2020 through July of 2020.

HEALTH, HYGIENE, AND SANITATION

Keep each student's belongings in a separate, safe, and clean space such as individually labeled cubbies, lockers or other areas. Ensure adequate supplies for all students to eliminate sharing of high-touch materials such as instructional materials, equipment, etc. to the extent possible. Clean and disinfect supplies after student use and between class periods. Teach the importance of handwashing with soap and water or sanitizer for at least 20 seconds and the importance of social distancing and staying with small groups (cohorts). Ensure all equipment/supplies used to teach physical education and health are appropriately sanitized according to NYS and CDC guidelines.

STUDENTS WITH DISABILITIES

Adapted Physical Education (APE) Ensure compliance of NYS Guidance document of 50 square feet for students with special needs in physical education creating space for students with IEPs or medical concerns. Focus on adaptations and/or modifications for all Physical and Health Education decisions to ensure the full inclusion of all students and appropriate instruction.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS

Provide professional development for revising curriculum and instruction as needed to align with necessary changes due to In-person, hybrid and/or virtual learning. Provide PD on all health and safety protocols virtually. Provide PD on trauma informed instruction and restorative practices. Provide PD on SEL content, CLRI, authentic assessments, and differentiated learning strategies.

Provide online professional development to physical education teachers on 2020 NYS Physical Education Standards, FitnessGram, CATCH, Farm to School, Jessie Lewis Choose Love SEL curriculum (K -12), and HealthSmart mental health lessons K - 6. Provide professional development on the use of the EAP program for staff to promote mental health and wellness. Provide technological support for teachers to ensure teacher effectiveness as they navigate through the changes they may encounter upon their return.

PHYSICAL EDUCATION INSTRUCTION

In-Person Activities: Including but not limited to: more fitness and individual sports/activities rather than team activities such as dance, alternative environment and land -based activities, individual sports/activities without equipment, fitness-based activities, mindfulness, and target games.

Students will engage in Social Emotional Learning through games and activities. Consider using flipped classrooms, inquiry-based learning, trauma informed approaches, restorative practices, and/or culturally responsive instruction to optimize learning and health and well -being.

Hybrid examples include but are not limited to: all secondary students will continue to participate in virtual learning while elementary students receive in-person instruction. Flipped classroom and project-based learning approaches will be considered.

Virtual Examples: BPS Spring 2020 Instructional Guidance During Period of Extended Closure document incorporates district health and/or PE learning packets aligned to standards. Utilize *Schoology*, *Class DoJo*, *Microsoft Teams*, *LifeSize*, *Nearpod* and other learning platforms. Include virtual office hours for classes taught. Consider special events and activities that can be done remotely (i.e., At-Home Family Field Day, Virtual Gymnasiums).

Access a variety of quality resources to deliver the program and create meaningful professional development: some examples are: ❖ *SHAPE America Health Moves Minds* ❖ *OPEN PE curriculum* ❖ *SEL Curriculum: Jessie Lewis Choose Love (K -12)* ❖ *NYS AAHPERD* ❖ *CATCH PK-8 online curriculum & CATCH classroom instruction boxes* ❖ *SPARK online PE curriculum and other research written by John Ratey* ❖ *Project ACES Videos* ❖ *Pure Edge SEL/Yoga* ❖ *Yoga for Classrooms*

HEALTH EDUCATION INSTRUCTION

In-person: Adhere to BPS Health Pacing Guides grades 7 and 9 using online *HealthSmart*, *Reducing the Risk (9th grade)*, *Be Proud Be Responsible (7th grade)*, and *Lifelines (grade 7)*.

Hybrid: Adhere to BPS Health Pacing Guides grade 7 online *HealthSmart*, *Lifelines*, *Be Proud Be Responsible*, and *Reducing the Risk* online curricula.

Virtual: Adhere to BPS Health Pacing Guides grade 7 online *HealthSmart*, *Lifelines*, *Be Proud Be Responsible*, and *Reducing the Risk* online curricula.

Communication to teachers, parents, and other school personnel of the Health and Physical Education Reopening Plan via multiple modes including but not limited to email, school connects, mailings, and town hall forum.

SPECIAL EDUCATION

The Division of Special Education will ensure that the provision of FAPE occurs in the following manner:

SPECIAL EDUCATION: REMOTE LEARNING MODEL

- Special Education teachers will follow the District's daily instructional schedule.
- Special Education teachers will create ***Distance Learning Plans*** for each student with a disability that would encompass Specially Designed Instruction and other supports (accommodations/modifications/assistive technology) and services (speech, occupational therapy, physical therapy, vision, hearing, counseling). Individual learning plans will include a contact log that documents student name, how much instruction provided, when the instruction was provided, amount of time provided, as well as all other contacts with parents/guardians etc.
- The Division of Special Education will continue to offer related service via teletherapy. Training will be offered to all service providers on the implementation of teletherapy.
- All CSE meetings including Annual review, Re-evaluation, Initial meetings and Amendments will be held remotely.
- Evaluations will be completed remotely if the assessment permits remote administration. When appropriate, a consult model may also be utilized. If none of these methods are feasible, the district will seek an agreement with the parent to extend the timeline for evaluation.

SPECIAL EDUCATION: HYBRID MODEL

- Special Education teachers will follow the District's Daily Instructional Schedule.
- Special Education teachers will create ***Distance Learning Plans*** for each student with a disability that would encompass Specially Designed Instruction and other supports (accommodations/modifications/assistive technology) and services (speech, occupational therapy, physical therapy, vision, hearing, counseling). Individual learning plans will include a contact log that documents student names, how much instruction provided, when the instruction was provided, amount of time provided, as well as all other contacts with parents/guardians etc.
- The Division of Special Education will offer related services both in-person and via teletherapy. In-person will only occur if it is safe to have staff access multiple classrooms. If it is safe, therapy will be delivered using a cohort model. If staff are not able to access multiple classrooms, all therapy will be delivered via teletherapy.
- All CSE meetings including Annual Review, Re-evaluation, Initial meetings and Amendments will be held remotely. If parents request in-person, the parent and teacher can meet with the rest of the staff attending remotely.
- Evaluations will occur face to face adhering to CDC guidelines. Evaluations will also be completed remotely if the assessment allows for remote administration. When appropriate, a consult model will be used. If none of these methods are feasible, the District will seek an agreement with the parent to extend the timeline for evaluation.

SPECIAL EDUCATION: IN-PERSON MODEL

- Special Education teachers will follow the District's Daily Instructional Schedule.
- Special Education teachers will create **Distance Learning Plans** for each student with a disability that would encompass Specially Designed Instruction (SDI) and other supports (accommodations/modifications/assistive technology) and services (speech, occupational therapy, physical therapy, vision, hearing, counseling). Individual learning plans will include a contact log that documents student name, how much instruction provided, when the instruction was provided, amount of time provided, as well as all other contacts with parents/guardians etc.
- Related services will be offered both in-person and via teletherapy. In-person will only occur if it is safe to have staff access multiple classrooms. If it is safe, therapy will be delivered using a cohort model. If staff are not able to access multiple classrooms, all therapy will be delivered via teletherapy.
- In situations where accommodations and/or modifications may conflict with the health and safety guidelines set forth by the CDC and DOH, it will be modified to ensure the safety of students and staff.
- All CSE meetings including Annual Review, Re-evaluations, Initial meetings, and Amendments will be held remotely. If parents request in-person, the parent and teacher can meet with the rest of the staff attending remotely.
- Evaluations will occur face to face, adhering to CDC guidelines. Evaluations will also be completed remotely if the assessment allows for remote administration. When appropriate, a consult model will be used. If none of these methods are feasible, the District will seek an agreement with the parent to extend the timeline for evaluation.

In September 2020, the Division of Special Education will send home a parent questionnaire asking parents what their preferred mode of communication is for the upcoming school year (e-mail, phone call or text message). Special education teachers will distribute the questionnaire to their students.

The Division of Special Education will use **Language Line** to communicate with parents whose first language is not in English or Spanish. The District webpage will also be used as a mode of communicating with parents throughout the 2020-21 School Year. The Division will ensure that CSE forms, Procedural Safeguards and other pertinent items are housed on its webpage. The Division of Special Education will have an e-mail address dedicated to any parent questions/concerns.

The Division of Special Education maintains a list of all the accommodations, modifications, assistive technology, and supplementary aids and services required as per a student's IEP. Access to these services will be documented electronically including:

- Each teletherapy session offered and attended by students (date/time offered, whether student attended, and the results).
- Accommodations, modifications and supplementary aids and services provided to students (date/time offered, whether the student accessed).
- Students using Assistive Technology have access to or what alternative was put into place.

MULTILINGUAL EDUCATION

The Buffalo Public Schools proudly serves a diverse community of students including 5,400 multilingual learners (MLLs). Over 82 languages are spoken amongst our student population from 71 different countries. In March 2020, families throughout New York state had to shift to remote learning in order to help minimize the spread of COVID-19. The sudden shift caused a lot of confusion and uncertainty for most of our families; however, the disruption was worse for our multilingual learners. Moreover, school closures illuminated the many systemic inequities that exists in many aspects of our families lives (school, employment, health, housing, food insecurity, etc.). Thus, BPS collaborated with the larger community to ensure that our family's basic needs were met and students were able to access learning through technology and/or learning packets.

All initiatives within the Division of Multilingual Education are implemented in accordance with New York State regulations. This includes providing access to grade level academic content while supporting students who are gaining English language and Home language proficiency. We are always striving to learn how to better meet the unique needs of our families by working with community partners to understand what is taking place within the community and what our families need in order to be successful. Below you will find detailed information regarding the district's assurances in relation to multilingual learners.

MULTILINGUAL: IN-PERSON MODEL

Instructional services and supports would mirror those in pre-COVID where all students are in school 100% of the time.

MULTILINGUAL: VIRTUAL MODEL

We will continue following the NYSED guidance on provisional identification and use the BPS process that was created for LAC. (additional document). Similarly, to 100% in School.

Stand-Alone: Students will receive stand-alone instruction remotely on a device, where the ENL teacher is working with students from different classrooms who need the same instructional supports.

Integrated ENL: Teachers will provide integrated instruction through the district's online platform. ENL teachers and content area teachers will collaborate to plan, prepare and deliver lessons that include scaffolding, and provide multiple opportunities for language development during content area instruction.

Additional ENL Considerations: Multilingual learners will receive independent skill-building exercises daily as assigned to address the four modalities.

Bilingual Education: Bilingual education teachers will follow the same expectations outlined by the District for reach grade-level. A guidance document will be provided in order to support teachers with how to implement a sound language allocation policy.

Families of students in bilingual education (EIM/SIM) will be provided with supports, in the form of workshops and office hours, in order to ensure they have what's needed to continue supporting their child at home with virtual learning. Instructional resources for bilingual students will be provided in both English and Spanish (printed/online).

MULTILINGUAL: HYBRID MODEL

Data will be analyzed to see how many students enrolled during the outlined timeframe still need to be identified. This will be a priority. If data shows that the volume of students is more than what can be handled at LAC, given the number of staff and timeline expectations set by NYSED. Student enrollment data will be monitored twice a week by the office of multilingual placement in order to ensure we are on track with the NYSED timeline.

- Use of Division of Multilingual Education (DME) Teachers on Special Assignments (TOSA) to assist with ELL identification process
- DME admin will assist, if it is determined necessary, with ELL identification process

Stand-Alone: Students will either receive stand-alone instruction remotely on a device while still physically in their classroom, where the ENL teacher is working with students from different classrooms who need the same instructional supports (would require headsets) OR students will work with ENL teachers in small groups of students with glass dividers (if available) in the back of the room with appropriate PPE OR in a separate room (this would expose students to additional areas within the building which could pose a health concern as well as limitations on space given social distancing requirements).

A guidance document will be provided in order to support teachers with how to implement and meet NYS Units of Study.

Integrated ENL: ENL teachers and content area teachers will collaborate to plan, prepare and deliver lessons that include scaffolding, and provide multiple opportunities for language development during content area instruction.

A guidance document will be provided in order to support teachers with how to implement and meet NYS Units of Study.

Additional ENL Considerations: Multilingual learners will receive independent skill-building exercises daily as assigned to address the four modalities.

Bilingual Education: Bilingual education teachers will follow the same expectations outlined by the District for each grade-level. A guidance document will be provided in order to support teachers with how to

TECHNOLOGY AND CONNECTIVITY

ASSESSING TECHNOLOGY NEEDS

BPS is taking a two-fold approach to determining the level of residential access to devices and high-speed internet for students and teachers. The BPS is partnering with Charter-Spectrum and providing address information for teachers and students. Charter-Spectrum will take the address information and cross check with their internal records to identify addresses for which internet service is provided. Based on the scope of their service area, exceptions will be identified for teachers and students who do not have internet access in the home. Teacher and student households will be surveyed to obtain data concerning the availability, stability, and reliability of internet access, the availability and extent of use and/or sharing of a home computer, and the need for a hotspot, and/or computer.

PROVISION OF COMPUTERS

As part of the 2017 Classroom Technology Initiative, the BPS assigned 23,000 devices to students in grades 3-12. At the onset of the pandemic and school closures, beginning March 17, 2020, the district has been continually working to provide computers to students for remote learning. To date, over 20,000 devices have been distributed to students in grades 3-12 and will continue to be taken home with the students. Along with contacting the school, parents can also call the district helpline if a device is still needed and the device assigned to that student will be reserved for pick up. Reminders are also sent to families if the device is not picked up and, in some cases, home deliveries are made. The district continues to deploy laptops to any remaining students who have not collected their assigned devices and will provide devices to newly enrolled students in grades 3-12 prior to the opening of school. There will be close collaboration with school administrators to make certain every student is provided with a computer at the start of school.

PK-2 students enrolled in Summer School were invited to receive an iPad for summer remote learning. The district currently does not have ample iPads to support a full 1:1 deployment in grades PreK-2; however, Smart Schools Emergency Funding was **requested and approved** so the district can procure the additional devices needed for all PK-2 students. In the interim, we will prioritize devices to PreK-2 students who are in a home without a sibling using a BPS issued device. To support consistency of instruction, we will focus on initially outfitting as many full grade levels as possible. Remaining grade levels will be supported with paper learning packets until such time the district is able to provide an iPad for each student in grades PK-2.

All teachers in the BPS presently have mobile computer devices for providing instruction to students. To ensure both teachers and teacher aides/assistants have optimally performing devices, the district is working to upgrade the oldest teacher devices and provide external cameras to teachers who may be using laptops without a camera. The BPS will also make every effort to provide teacher aides/assistants devices to the extent practicable. Additionally, as part of the Smart Schools Emergency Funding, **approval was granted** for additional staff computers needed for replacements if/when necessary.

INTERNET ACCESS

BPS will continue exploring multiple solutions to provide the most efficient, effective, and cost sensitive solution to provide internet access to all students and teachers. Options being considered include procuring additional hotspots and/or partnering with the local cable provider to provide internet access at a discounted price to all student households presently without it. **Approved Smart Schools Emergency Funding** will help to cover the procurement of additional hotspots. The district intends to maximize the use of those funds to provide internet access to all households that currently do not have it.

At the onset of the pandemic, the district secured over 2,000 hotspots and extended invitations for students to make a request to obtain one. The BPS is still working to secure additional hotspots through service providers, grants, and partnerships with local companies and agencies. We have also collaborated with Charter-Spectrum to develop an enterprise program for internet access. Based on funding available, the BPS will pursue an option to ensure, to the extent practicable, all students, teachers, and teacher aides/assistants have reliable internet access for learning and instruction.

The BPS will use Schoology as the learning management system to facilitate the delivery, participation, and engagement of educational courses and instruction. Within Schoology, teachers will be able to schedule video conferences for students individually or collectively. The District also posts all educational materials for PK-12 in Schoology, including a suggested schedule for students to follow each day. Additionally, electronic resources such as digital copies of textbooks where available, and applications like Lexia Core5 and PowerUp, myON, Moby Max Math/Science, Think Central, Nearpod, Pearson Realize, and Castle Learning are provided. Students who do not have sufficient access to devices and/or high-speed internet will receive hard copy learning materials as well as content and activities.

TECHNOLOGY SUPPORT

Support for Students/Families

Supporting documentation to assist families with their devices is located on the “Learning from Home” BPS web page at <https://www.buffaloschools.org/domain/9532>. This supporting documentation will help parents and students learn how to connect to their student’s learning resources.

Students who forget their username or password can use the BPS Help Line to retrieve their correct username and password. If a device is damaged or broken, students/parents can call the BPS Help Line to report the issue. Should it be determined that a repair is needed for a device, the parent/student will be asked to bring the device to the Center for Innovation, Technology and Training (PS 28) so that BPS support technicians can manage the repair or replace the device.

As a further continued effort to provide an additional way parents and students can connect with the BPS for support, the district will be implementing a communication connection form that will send emails to various departments with parent/student inquiries or request for assistance.

The BPS also intends to leverage its Student Technology Leadership Program participants to expand resource capacity available to support parents and students on basic computer use, Schoology, Infinite Campus – Parent Portal, MS Teams, and Digital Citizenship. Some of the strategies the district intends to use in order to effectively deliver support and assistance include:

- Web sessions and virtual workshops via live video conferencing to provide support through the end of summer.
- Continued support via web sessions, virtual workshops and/or real time interaction during the school year during after school hours and if possible, during school hours based on the cadence of the student's school day.
- Saturday workshop series.

Support for Staff

Staff with technology concerns are instructed to contact the BPS Help Desk to describe the problem and should enter a Team Dynamix help desk ticket. After triaging the issue, a device swap may be offered if it is determined that the device needs to be replaced.

The BPS also has a team of Instructional Technology Coaches (ITCs) who support teachers. Throughout the school year, the ITCs provide support and training to each assigned school with a specific focus on the integration of technology into both the curriculum, as well as the method of instruction. ITCs are intentional about assisting and supporting teachers to integrate technology into instruction. Since the pandemic, the ITC team has provided live, remote training sessions (with archived videos) for teachers each week on the use of instructional applications and other technology tools/platforms that support learning. These sessions will continue into and through the next school year. There will be several sessions provided during the first two weeks of school with content focused on technology imperative to the first two weeks of school. Some of this content includes, but is not limited to, Schoology, Microsoft Teams, Infinite Campus, Nearpod/Digital Citizenship curriculum, and basics of computer use.

TECHNOLOGY TRAINING

Through partnership and collaboration between Information Technology, Curriculum and Instruction, and the Office of Parent and Family Engagement, BPS will offer live virtual training along with archived recordings to students and families for the following topics:

- Basic computer use
- Schoology Use
- Parent Portal Registration and Use

It is also important to note that the archived recordings will be saved in English as well as other languages for our ENL families.

During the first two weeks of schools, BPS will focus on training students on remote learning best practices, digital fluency and citizenship, and the use of the tools the district has endorsed to support remote learning. This training will consist of:

- Basic computer use
- Remote learning using Schoology
- Engagement and participation with teachers using Microsoft Teams
- Online safety and digital citizenship using Nearpod

PROFESSIONAL DEVELOPMENT

As part of the annual Superintendent's Conference Day, training will be offered to staff on the following topics:

- Schoology
- Microsoft Teams
- Infinite Campus
- Nearpod

STUDENT DATA PRIVACY AND SECURITY

Pursuant to Education Law section 2-d, the BPS has published on the Parents' Bill of Rights for Student Data Privacy and Security. Access to the Parents Bill of Rights for Student Data Privacy and Security can be found on the Office of Shared Accountability section of the Buffalo Public Schools website at: <https://www.buffaloschools.org/Page/294>.

For purposes of further ensuring confidentiality and security of student data, the BPS Parents' Bill of Rights requires that each contract an educational agency enters into with a third-party contractor shall include the following supplemental information:

- The exclusive purposes for which the student, teacher or principal data will be used
- How the third-party contractor will ensure that the subcontractors, persons or entities that the third-party contractor will share the student, teacher or principal data with, if any, will abide by data protection and security requirements
- When the agreement with the third-party contractor expires and what happens to the student data or teacher or principal data upon expiration of the agreement
- If and how a parent, student, eligible student, teacher or principal may challenge the accuracy of the student, teacher or principal data that is collected; and
- Where the student data or teacher or principal data will be stored (described in such a manner as to protect data security), and the security protections taken to ensure such data will be protected, including whether such data will be encrypted.

The District is reviewing all existing third-party contracts to ensure they are compliant with student data privacy and security.

A photograph of a person in a light-colored shirt and dark pants standing in a hallway, leaning against a door. The hallway has a polished floor and a large glass door at the end with an "EXIT" sign above it. The image is overlaid with a semi-transparent blue filter.

SAFETY AND OPERATIONS

HEALTH AND SAFETY

Each building will display and share with parents, age appropriate posters as reminders of proper hand washing, proper donning of face masks, and information on how to stop and protect yourself and others against the spread of COVID-19 (See Appendix G).

CLEANING/DISINFECTING PROCEDURES

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

The security staff will immediately implement the following protocols after being notified by medical personnel that an individual is being transported to an isolation room:

- Using social distancing protocols, escort the individual(s) to the room or area that is designated by school administration.
- The designee will contact the parent/guardian of the student in the isolation room.
- Work in collaboration with school administration to transport the individual(s) to a healthcare facility by a parent/guardian, staff member designee or ambulance.
- Secure the area, and the isolation room will be disinfected by the custodial staff.

AFTER SCHOOL

Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day. Routine cleaning includes:

- Clean all high touch items such as light switches, door knobs, handrails, desk tops, counters, handles, faucets, etc.
- Dust mop and/or wet mop floors
- Empty trash receptacles and replace liners
- Clean restrooms
- Dust
- Vacuum carpeted areas
- Disinfecting will occur after routine cleaning is completed.

Spray disinfecting should not be done when the space is occupied by children. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to exit the area.

SAFETY DRILLS

- All required NYS school safety drills will be conducted with the consideration of the social distancing and face covering requirements. It is understood that evacuation drills will likely take longer than they would normally due to social distancing.
- Students should be instructed that social distancing is part of the drill; however, in a real situation (e.g., fire) social distancing is secondary to the immediate need to evacuate. In that event, students and staff will wear face coverings if possible.

SAFETY AND WELLNESS

Written protocols, flow charts, and operationalization of the following safety measures have been created to ensure that all are informed and aware of guidelines and expectations which will guide re-opening. The main objective is to have students and staff return to an environment that minimizes their risk of being exposed to COVID-19.

1. Completion of a Daily Questionnaire Tool for All Staff and Occasionally Students

All employees will be required to complete an electronic daily self-reporting screening tool to verify if they are symptom-free and have not had recent exposure to someone with COVID-19. Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected exposure to COVID-19.

2. Written sign-off for parents to endorse that they will keep children home if children are ill

All families will be required to conduct screening of their children at home, before their children leave for school. This will involve taking temperatures, monitoring for COVID-19 symptoms, and recent exposure to someone diagnosed with COVID-19. If any of the statements on the Pre-Arrival Screening Checklist are true, the family must keep the student at home and contact the student's healthcare provider. At the start of the school year, families will be required to sign the COVID-19 School Health & Safety Agreement which describes their commitment to keeping children home when sick and to seeking appropriate medical care.

3. Written sign off for staff to endorse that they will remain home if they feel ill

Employees who are sick should stay home or return home if they become ill at work. Employees who have exhausted their accumulated sick time as a result of COVID-19 should contact the BPS Human Resources Department.

4. Response to a symptomatic student or employee

Consistent with the ECDOH regulation, if an individual in a school or office is confirmed, suspected, or has been in contact with someone confirmed to have COVID-19, the District's point of contact will notify the ECDOH and receive direction on the next steps that could include, and are not limited to: whether to quarantine the class or school; providing necessary information to the ECDOH to conduct contact tracing, and to advise on when individuals can resume school or work.

5. Outline for a positive COVID-19 case

If a person has COVID-19 symptoms and EITHER tests positive for COVID-19 OR did not receive a test, the individual student or staff member may only return after completing at least 14 days of self-quarantine AND receiving clearance by a physician to return to school or work.

If a student or staff member does NOT have COVID-19 symptoms BUT tests positive for COVID-19, the individual may only return after completing at least 14 days of self-quarantine and receiving clearance by a physician to return to work.

If a person has had close contact with a person with COVID-19 for a prolonged period of time AND is symptomatic, the individual should follow the above protocol for a positive case.

If an individual has had close contact with a person with COVID-19 for a prolonged period of time AND IS NOT symptomatic, the individual must complete a 14-day self-quarantine and be cleared by a physician to return to work.

FACILITIES

When students return to the school, it will be critical to provide spaces that promote social distancing and ensure the safest possible environment. The BPS will adhere to the requirements of the 2020 NYS Uniform Fire Prevention and Building and State Energy Conservation Code while providing the safest possible configuration for physical distancing.

The BPS will ensure compliance with the 2020 Building Condition Survey, including visual inspections. Modification or reconfiguring of spaces and areas and or the restriction of use of classrooms will be considered to further promote social distancing. Any changes or additions, including new building construction, acquisition of new leasing facilities, temporary or permanent use of tents, will be submitted for code review to the NYSED Office of Facilities Planning.

The BPS has engaged Cannon Design Architects to assist in the development of the reopening plan, utilizing our Strategic Plan data on BPS school buildings to determine building capacities. Cannon has developed a tool to analyze square footage of instructional spaces with social distancing requirements which then determines the student capacity in an instructional space. From this tool a spreadsheet is generated following NYSED guidelines. The tool is versatile and can be adapted as building, educational, and community guidelines change (See Appendix E).

All new alcohol-based hand sanitizer dispensers will be installed throughout the school buildings and facilities as needed, where hand washing is not easily accessible or inaccessible. Hand sanitizers will be properly used, stored and handled per required regulations, including the NYS Fire Code. Alcohol-based sanitizer use by children must be under the supervision of an adult.

An adequate number of drinking fountains will be available. The District will encourage the use of water bottles and will provide bottle-filling stations where possible. Alternate means of providing drinking water will be available where necessary. Lead testing of the drinking water is currently suspended until buildings are reoccupied and normal water usage is occurring. While buildings are unoccupied, or at minimal occupancy, water is flushed at regular intervals.

The BPS reopening plan provides written guidance on how to maintain adequate, code required ventilation (natural or mechanical) as designed:

- Review all Heating, Ventilation, and Air Conditioning (HVAC) settings to ensure all spaces are provided adequate ventilation.
- HVAC filters will continue to be changed at recommended regular intervals with Minimum Efficiency Reporting Value (MERV) 11 rated or greater filters.

CHILD NUTRITION

All students will have access to breakfast and lunch meals each school day according to the 2020-21 school year calendar. Non-congregate feeding is permitted, enabling children to take meals home. Only students enrolled in the BPS school meal programs are eligible to be served.

All Erie County and New York State health and safety guidelines will be implemented. Professional Development on COVID-19 sanitation and service will be provided for Food Service Workers prior to the first Day of school. School meal service will provide menu options and safeguards for children with food allergies. Successful implementation requires coordination between nursing staff and food service.

Hand sanitizer dispensers will be located at each entrance to areas designated for meal service. Shared meal boxes will be suspended during the pandemic; condiment tables will be replaced with pre-portioned condiments and dressings.

Tables and chairs will be sanitized between each meal service to provide sanitary meal service for all students. Overall meal area sanitation will be coordinated with the maintenance staff.

All school meals provided by the BPS will comply with the U.S. Department of Agriculture (USDA) and BPS Wellness policy meal requirements. The BPS participates in the Community Eligibility provision, providing free meals to all students. Meal service communication will be provided on the District website, along with automated calls to the families and use of the local and social media outlets in multiple languages. Social distancing (6-feet) will be implemented in all eating areas. Classroom meal service must also comply with the 6-foot distance or provide physical barriers for students.

VIRTUAL MODEL: CHILD NUTRITION

Continue to provide the grab and go meal service model to families at the current 28 sites.

- On Mondays, two breakfasts and two lunches will be distributed.
- On Wednesdays three breakfasts and three lunches will be distributed.
- It is the responsibility of caregivers to provide the names of their children who receive the meals; student enrollment data will be cross referenced for accuracy.

HYBRID MODEL: CHILD NUTRITION

Limited menu selections will be available for efficient meal service. Food items will be individually wrapped or served in sealed containers. Students and staff must be socially distant by 6 feet while eating.

Students will receive breakfast meals to take home. Therefore, only requiring lunch services to be provided. Additionally, planning is underway for a "Transport Friendly" breakfast and lunch to ensure that meals are safely and easily taken from school to the home by the students.

Children will be served in large open areas (cafeteria, gym, auditorium) where they can remove their masks and maintain 6-foot social distancing. Students will wear masks in the classroom and while travelling to and from these destinations. These larger areas can be sanitized efficiently after each meal and provide spacing for food allergies. Times for meal service must allow for sanitation between multiple meal service times.

Should classroom meal service be required for breakfast or lunch, the social distancing and/or barriers will be in place:

- Ala Cart Sales and salad bars are suspended.
- Drinking water will be provided to students via cups.
- Food Service workers not protected by serving line sneeze guards will wear the face shield and mask.
- Alternating daily sessions with a percentage of the total enrollment would allow children to take meals home for the days they will be at home.

Additional equipment will be purchased to provide these accommodations such as:

- Bun Rack covers, carts, face shields
- Unitized containers, bags, foil wraps
- “To Go” Home meal packaging is contingent on the number of days the meals are required.

TRANSPORTATION

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (for example, social distancing and frequent cleaning) will also apply to the school bus. Pupil transportation also presents certain unique challenges, especially with regard to the transportation of homeless students, students in foster care, students in nonpublic and charter schools, and students with disabilities.

SCHOOL DISTRICT POLICIES/PRACTICES

Mandatory Requirements:

- The BPS will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools.

SCHOOL BUS

Mandatory Requirements:

- Students who are able will be required to wear masks and social distance on the bus.
- All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) will be cleaned/disinfected once a day. High contact areas will be wiped down after the am and pm run contingent upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run).
- School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.
- Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Additional Considerations:

- Sneeze guards will not be utilized on school buses at this time.
- When temperatures are above 45 degrees, school buses will transport passengers with roof hatches or windows slightly opened to provide air flow.

SCHOOL BUS STAFF

Mandatory Requirements:

- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention.
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.

- 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.
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.
- Transportation departments/carriers will provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

STUDENTS ON TRANSPORTATION

Mandatory Requirements:

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.
- Parents are expected to provide their children with washable, reusable mask each day.
- Students must wear a mask on a school bus if they are physically able. 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.
- Students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- Students must social distance on the bus when practicable.
- Students who do not have a mask will NOT be denied transportation.
- Students who do not have masks will be provided one by the District.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Students will be trained and provided periodic reminders on the proper use of social distancing.

Additional Considerations:

- Siblings or children who reside in the same household will be encouraged to sit together.
- A student without a mask may be provided a mask by the driver/monitor/attendant.
- 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. In such a situation the seating will be rearranged so the student without a mask is socially distanced from other students.
- Students who are transported in a mobility device will use seating positions that provide the required social distancing.
- Students should be reminded of the bus rules, for example, do not eat or drink on the school bus, which would require them to remove their masks.

PROTOCOLS ONCE STUDENTS EMBARK AND DISEMBARK FROM TRANSPORTATION

- When students embark and disembark the bus, they should follow social distancing protocols. This will increase the time required to load and unload buses at schools in the morning and afternoon.
- Schools will stagger arrival and departure times to ensure social distancing.
- Schools will reconfigure the loading and unloading locations for students who are transported by bus, car or are pedestrians.
- Since hand sanitizer is not permitted on school buses, schools will have hand sanitizer upon entering the building or classroom.

PUPIL TRANSPORTATION ROUTING

Mandatory Requirements:

- 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 Plans have placed them out-of-district whose schools are conducting in-person sessions when/if the District is not.
- All students are entitled to transportation by the District to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out-of-district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Additional Considerations:

- BPS may submit addendums to the Pupil Transportation Unit when the increased routing requires an elevated cost in a pupil transportation contract.
- BPS will pursue every avenue to provide transportation for their student populations using creative means of District routing, municipal contracts, piggybacking contracts, parent contracts or public transportation.
- BPS expects that students on the NFTA (Metro buses or rail) will wear masks and practice social distancing where practical.



FAMILY AND COMMUNITY ENGAGEMENT

COMMUNICATION PLAN WITH FAMILIES/COMMUNITY ENGAGEMENT

Effective communication with all stakeholders is essential for the success of the students. The BPS reopening plan commenced with an online survey that was live from June 10, 2020 to June 30, 2020 for families, staff, and community members. The survey was promoted via the District's website, social media, parent groups, and calls to homes.

Speaking with one voice, we will continue to:

Provide clear, concise, and transparent communication across the system and throughout the community.

Display safety signage in all school areas following CDC recommendations for COVID-19 protocols. Signage to be developed and finalized with cooperation of school nurses and the Director of School Safety and Health.

Build unity and trust in order to move as a community in support of educating students.

Connect with and celebrate students and staff through awards, special recognitions, opportunities for community service and volunteering and meaningful partnerships with the District's various stakeholders regarding Return to School successes.

The BPS will continue to communicate across the systems and throughout the community to help prevent the spread of COVID 19. Specifically, all individuals must have their temperature checked each day. If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility or sent directly to a dedicated area prior to being picked up or otherwise sent home. Responsible Parties must also use a daily screening questionnaire for faculty and staff reporting to school; and periodically use a questionnaire for students, particularly younger students, who may require the assistance of their parent/legal guardian to answer. Remote health screening (e.g., by electronic survey, digital application, or telephone, which may involve the parent/legal guardian) before any individual reports to school, is strongly advised (DOH guidance) (See Appendix F).

Multiple means of communication with families, employees, and community stakeholders will be utilized through the following modes:

- Automated text, voice, and email messaging to families and employees in the top seven languages
- Weekly digital newsletters
- Social media posts on various platforms
- District letters and news stories
- Television, radio, print, and digital media news coverage
- BPS telephone support hotline
- Dedicated webpage on District website

- Hold two-way virtual community meeting throughout August

In the event of emergency closure of one or more school buildings:

- Quick changes in communicating scheduling/stay-at-home orders will be the same as for weather closings with a website alert, notification to all local media, and language appropriate calls to homes as well as social media messaging.

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

- Face coverings will be required any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.
- All individuals in the school facilities and on school grounds will be expected to wear face coverings if another person unexpectedly cannot socially distance; and for this reason, individuals - including students - must wear face coverings in common areas such as entrances/exits, lobbies, and when traveling in hallways around the school.
- Disposable face coverings will be available at each school and on school buses for students, staff and visitors in the event an individual does not have a face covering.
- Face coverings will be required at all times, except for meals.
- Face covering breaks will be scheduled and available throughout the day.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.
- School personnel will assist students who have difficulty in adapting to wearing a face covering.
- BPS recognizes the importance of training students 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. These lessons will be shared with students during the opening of school and reinforced throughout the year.

PARENT ORIENTATION

This summer and fall, the BPS will conduct training for parents on our learning management system and virtual conferencing platform. This training will be available in video form and translated into our top languages. The videos will be hosted on our website and widely publicized. We will also host a Facebook Live session through our Parent Centers and run virtual training sessions for parents to acclimate them to these resources.

In addition, the BPS will encourage parents to create parent accounts for Infinite Campus Parent Portal and Schoology, our learning management system. The parent accounts allow families to see their child's grades (Parent Portal) and assignments (Schoology), receive District information (Schoology and Parent Portal), and communicate with teachers (Schoology).

PARENT COMMUNICATION WITH STAFF

In the spring of 2020, the BPS created a hotline for parents and students with questions about computers/connections or other concerns. This hotline will remain in use throughout the 2020-21 school

year. A technology helpdesk remains open each day for additional support. In addition, parents will be able to call each school directly and leave a voice message. These voice messages will be sent to school clerical staff in the form of an email and will then be communicated to the appropriate staff members. Calls will be returned as soon as possible. This information will be hosted on the website and disseminated through parent groups, Parent Centers, by schools, and at our food distribution sites. Furthermore, parents are able to email teachers, principals, and central office staff directly. Schoology parent accounts also allow direct messaging to teachers.

LANGUAGE ACCESS

The District provides language access support for families who speak a language other than English. BPS provides all teachers and school leaders access to an app called Talking Points to communicate with families in their preferred language. As a further support, school leaders have access to Language Line in order to communicate with all of our families, particularly students who speak a low-incidence language. In addition, the District will continue to provide translations as needed.

Additionally, a hotline flyer was sent home in the spring to our multilingual families and will continue to be shared. The flyer includes the name and contact information for each of our Cultural Resource Specialists (CRS). Families can call the CRS that speaks their home language, and the CRS will reply within 24 hours. In addition, the CRSs will contact each multilingual family prior to the start of school to facilitate any technology questions. Furthermore, should school leaders and/or teachers have concerns and would like the CRS to check in with a multilingual family they can either call the cell of the CRS directly or complete a google-form that will live on the District's website. Lastly, Journey's End Academic Coaches (Refugee School Impact Grant) are available (cell phone & in-person) to support families as they are assigned to some of our high ELL buildings (School 6, 18, 45, & 207).

BPS will utilize the following modes of communication to communicate with parents in their home language:

- Talking Points is a two-way communication platform that can be utilized at the school and classroom levels or one-to-one with parents, allowing the sender to compose and send a message to the family in English. The family, in turn, receives the message in their preferred language. The family can respond to the sender in their home language and the message will be received in English.
- School Connect calls that are approved by the district will be translated and recorded in the following languages: Arabic, Burmese, Karen, Nepali, Somali and Spanish and sent to families.
- District documents that are requested to be translated will be done so in the following languages: Arabic, Burmese, Karen, Nepali, Somali and Spanish. The information will then be distributed to families via paper, email or posted on the District's website.
- Language Line is a three-way calling service that can be used to contact families, especially those families who speak a low incident language. Each school has been provided with the District Id# and an access code.
- A District Hotline for multilingual families is available. Calls will be returned by one of the District's Cultural Resource Specialists.

- The District will use multilingual aides, assistants, and Journey's End Academic Coaches. This includes people who are assigned to buildings that can call the parents and speak to them in their home language.
- The District will share translated District communication with community partners including Journey's End, International Institute, Catholic Charities, Hope Refugee Services and Jewish Family Services, allowing the information to be shared with the agencies who work with our families.

Expectations will be established so that all families receive and provide two-way communication weekly from ENL teachers.

SCHOOL OUTREACH

To reach our families, the BPS uses a variety of communication tools, including text/telephone (School Messenger), District email (Office 365), social media (Facebook, Twitter), the District website (www.buffaloschools.org), Infinite Campus Parent Portal, and Schoology. Many teachers also connect with students using email, phone, Class Dojo and Remind.

To provide additional and consistent outreach, schools will identify an adult at the building level to contact each family. This staff member will serve as the main liaison for the family throughout the course of the year. During the month of September, the staff member will contact the family to determine any technology/connectivity needs or other necessary supports. The District will generate a list of questions for the staff member to ask families in order to facilitate contact, including technology needs and registration for Parent Portal and parent Schoology accounts. Contact will be tracked through the Infinite Campus (IC) parent engagement tab, allowing principals to run ad hoc reports. Before contacting the family, the staff member will check the IC Summary sheet to determine whether the family prefers to be contacted in a language other than English. If this is the case, the staff member will use Talking Points or Language Line to contact the family. Training for both services will be offered during the Superintendent Conference Days in September.

In the event that a family cannot be reached after repeated attempts, attendance teachers, social workers, Parent Engagement Liaisons (PELs), and District partners may be called upon to conduct home visits.

UPDATED CONTACT INFORMATION

The BPS will make every effort to help parents update contact information in our systems so as to streamline device distribution, communication, and bussing. Principals will send School Messenger notices asking families to update contact information. We leverage our school partners and parent and faith-based organizations to share the importance of updating this information.

The District will also send letters home encouraging parents to update contact information via electronic platform, phone or (e)mail. The District maximizes opportunities for parents to update contact information, including sharing fliers at food distribution sites, CPSE/CSE meetings, and other occasions where contact is made with families. In addition, a contact form will be available on the District website.

As a means to ensure effective communication with families, the District will conduct periodic touchpoints (surveys or focus groups) with parents.

Working Draft

HUMAN RESOURCES CONSIDERATIONS



EVALUATION SYSTEM

APPR SYSTEM 2020-21

During the 2020-21 school year the BPS will adhere to the following guidelines to ensure that all administrators and teachers receive all components required to calculate a Composite Effectiveness Rating (CER).

TEACHER OBSERVATIONS

Teachers will receive one announced and one unannounced observation in accordance with the Buffalo Public Schools' approved APPR plan and the Memorandum of Understanding with the Buffalo Teachers Federation. For all in-person and virtual observations, the following rules apply:

Announced Observations

- The observation may not be conducted sooner than three school days after the pre-conference.
- The duration of the observation is one complete lesson unless otherwise agreed upon by the teacher and the administrator.
- The post conference must be held within seven school days of the observation.
- The teacher or administrator may request a second announced observation. The request must be made by April 1, 2021 if the observation was conducted before April 1, 2021. If the observation was conducted after April 1, 2021 the request must be made within 10 days of the post conference.
 - The observation may not be conducted during the following times:
 - The month of September
 - October 31, 2021
 - The day before or after Thanksgiving break.
 - The day before or after Winter (Christmas) break.
 - The day before or after Mid-Winter (February) break.
 - The day before or after Spring break.
 - The last three weeks of June.

Unannounced Observations

- The teacher must be notified of the month his or her observation will occur.
- The duration of the observation is one complete lesson unless otherwise agreed upon by the teacher and the administrator.
- The post conference must be held within seven school days of the observation.
- The teacher has the right to a one-time postponement. If used, the administrator must wait five days to conduct the unannounced observation but must do so within 30 days.
- The observation may not be conducted during the following times:
 - The month of September.
 - October 31
 - The day before or after Thanksgiving break.
 - The day before or after Winter (Christmas) break.
 - The day before or after Mid-Winter (February) break.

- The day before or after Spring break.
- The last three weeks of June.

Independent Evaluations:

- Independent Evaluations will only be conducted for teachers who were rated Ineffective the previous year.
- Independent Evaluations are always Announced observations.

TEACHER STUDENT PERFORMANCE

Student Performance for teachers will be calculated one of two ways:

1. Teachers in the scenario outlined below will create Student Learning Objectives (SLO) in which they will set growth targets for their students that represent one year of growth.
 - Teachers of grades 3-8 New York State Alternate Assessments (NYSAA)
 - Grade 4 Science teachers who do not also teach ELA or Math and who teach Grade 4 Science to more than 50% of their roster population.
 - Grade 8 Science teachers who do not also teach ELA or Math and who teach Grade 8 Science to more than 50% of their roster population.
 - All Regent's teachers who teach Regent's courses to more than 50% of their roster population.
2. All other teachers will be assigned an SLO for the District Wide Score which is a three-year average of the passing rates for the NYS Exams listed below:
 - Grade 4 Science
 - Grade 8 Science
 - All Regents Exams

The Buffalo Public Schools will meet with the Buffalo Teachers Federation to negotiate parameters for Student Performance in the event that NYS Exams are not administered during the 2020-21 school year.

PRINCIPAL EVALUATIONS

Principals will receive one announced and one unannounced observation in accordance with the Buffalo Public Schools' approved APPR plan. The announced and unannounced observations may be conducted virtually if needed.

PRINCIPAL STUDENT PERFORMANCE

Principals will be assigned an SLO for the District Wide Score which is a three-year average of the passing rates for the NYS Exams listed below:

- Common Core Algebra
- Common Core ELA
- Global 10
- US History
- Living Environment

The Buffalo Public Schools will meet with the Buffalo Council of Supervisors and Administrators to negotiate parameters for Student Performance in the event that NYS Exams are not administered during the 2020-2021 school year.

CERTIFICATION, INCIDENTAL TEACHING, SUBSTITUTE TEACHING

Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law. In order to ensure that all teachers hold valid and appropriate certificates for their teaching assignment, the Buffalo Public Schools will continue to monitor and send out reminders to teachers twice per year. Employees are required to and responsible for maintaining their professional certification.



APPENDIX A: SUPERINTENDENT'S REGULATORY REQUESTS TO NYSED

180 Days

In a remote or hybrid model, or if we are forced to go remote for certain periods of time, meeting the 180-day requirement may be impossible.

We would request a 2-week time period to rehearse and fine tune the operational, professional development, and curricular re-entry for staff and students for the 2020-2021 school year. Fine tune the

Exams

Due to possible conditions in the fall if we are to remain remote, exercise a hybrid model, or be forced to go remote for certain periods of time, there is a concern that student performance on Regents and 3-8 assessments will be impacted and that content may not be fully covered. These same circumstances would make the oral component of the World Language exam difficult to administer. For CTE Culminating Assessments, students wouldn't get the quality hands-on opportunity needed to complete the two-part written and practical exams. The inability to complete hands-on labs will impact the Performance assessments sections of the Grade 4, Grade 8 and Earth Science Performance Assessments Exams.

We would request a waiver from examination requirements for the 2020-2021 school year.

APPR

In a remote or hybrid model, it will be difficult to adhere to the process for evaluating our teachers and leaders effectively, while also remaining aligned with the negotiated process.

We would request a waiver from APPR evaluation requirements for the 2020-2021 school year.

Accountability

We would request SED continues the freeze in Accountability determinations for the 2020-2021 school year.

Seat Time

In a remote or hybrid model, it will be difficult to measure seat time. We would request a waiver from seat time requirements for the 2020-2021 school year. This waiver would extend to work-based learning and Community Service Requirements for Participation in Govt/Civics hours as well.

Attendance

In a remote or hybrid model, it will be difficult to take daily and period-by-period attendance such as we would in a more traditional model of schooling. We would request a clear definition for virtual/hybrid requirements for attendance collection during the 2020-2021 school year.

Individual Interview for remote ELL identification

The NYSED document released on May 13, 2020 states: "An individual interview with students (and possibly, their parents/guardians where helpful) is then to be conducted remotely, in English and in the student's home language, by qualified personnel from the school/district." SED has also communicated that individual interviews and parent orientation then need to be conducted again in person once it is safe to do so.

We would ask that the original parent orientation and interview conducted over the phone or computer be counted as the official interview. In a large district with a centralized registration system, the process of re-interviewing may negatively impact our ability to complete the identification process - which includes the administration of the NYSITELL assessments - in a timely manner.

Placement of students newly arrived to the district

Due to the extended closure and the possibility that we might not re-open at the same capacity, we would request that districts have an extension to complete the placement process beyond the normal 10-day placement window. The 10-day placement window includes the Parent Orientation and the administration of the NYSITELL. We often have to make multiple attempts to reach the family. For some families, the following is also required:

- LAS Links Placement Screener for Dual Language
- Multilingual Literacy SIFE Screener
- Emergent Multilingual Learners Language Profile for Pre-Kindergarten Students.

We would request that the maximum allowable grades span for grouping instruction in grades K-12 Stand-Alone English as a New Language classes be raised to three contiguous grades for the 2020-21 school year. Because we were unable to administer the NYSESLAT in 2019-20, many students will continue to receive services this year that might otherwise have exited, leaving us potentially short-staffed or forced to hire additional teachers at considerable expense. An expansion of contiguous grade levels for providing services within a single group allows teachers to consolidate schedules and services, thus facilitating the maximum number of minutes for each student.

CSE compliance

As a result of our current situation and the need to follow strict safety guidelines, our capacity to complete evaluations for initials and re-evaluations is diminished. We would request an extension of the timeline to complete these evaluations.

Special education program and services.

The significant number of students with IEPs in our district would make it extremely difficult to amend every IEP to reflect remote or hybrid learning models. We would request allowance to continue to write services on the IEP that reflect in-person delivery and/or to be excused from following these as written if we remain on remote instruction or implement a hybrid model.

IEP Implementation

If the District is closed, it may not be possible to implement the IEP the way each is written. We will not be able to have an IEP in effect for the beginning of the school year for all students suspected of having a disability because we were not able to complete evaluations for initial referrals while closed.

Continuum of services

If instruction is remote or follows a hybrid model, we may not be able to provide all services on the Special Education continuum of services or meet all mandates, such as the number of sessions in a cycle or the type of session (e.g., group).

Transfer students screening

In addition to the diagnostic screening require, students entering our schools for the first time or reentering the New York State school system with no available records, shall be screened to determine the need for academic intervention services. If we are not in person, we will be unable to administer most screening measures as they require the teacher to be with the student.

Physical Education

In a remote or hybrid model, it will be exceptionally difficult to provide daily PE. We would request a waiver from APPR evaluation requirements for the 2020-2021 school year.

Labs and Admission Requirements

In accordance with Section 8.2 of the Rules of the Board of Regents, all students who have completed the course of study leading to a Regents Examination have the right to be admitted to that examination. **Students may not be barred from an examination for disciplinary reasons or because their achievement in a subject is considered unsatisfactory.** In the case of a science Regents Examination, only students who have also met the laboratory requirement, which includes 1200 minutes of hands-on laboratory experience with satisfactory laboratory reports, may be admitted.

This may not be possible if we are using a remote or hybrid approach. We ask that either students be allowed to complete virtual labs if necessary, or the requirement be waived.

APPENDIX B: SUPERINTENDENT'S PROPOSAL FOR A PHASED REOPENING

BACKGROUND AND CONTEXT

In the same way that the state is taking a deliberate and careful approach to reopening the economy, we expect the state to take an equally deliberate and careful approach to reopening our public schools.

Having spent the last quarter of the 2019-2020 school year in crisis mode and rolling out learning remotely, all of our students — regardless of socioeconomic status or race — will be coming back to school in the Fall with social, emotional and academic needs that we are anticipating but do not yet fully understand. Buffalo is a high poverty, high need school district with many families trying to cope with even more acute trauma than they carried before the pandemic. The intersection of COVID-19 and the Black Lives Matter social justice movement compels us to examine and dismantle entrenched structures of racism and classism in society and in the institution of public education. Our schools cannot go back to the conditions under which they operated before COVID-19 or we will fail our students, families, educators and communities at the time of their greatest need. This moment provides us with an exciting opportunity to transform public education to adapt to our new reality.

Educators will need to develop new skills, strategies, teaching methodologies and curricula that match the conditions we will be returning to under any of the three models (remote, in-person or hybrid) that our plans require. Students and their families have ongoing needs that must be met — before and upon return to school. School buildings across the New York are not yet equipped to meet environmental health and safety standards required to reopen. To be ready to return, we need time to prepare buildings and physical settings; plan and learn new skills; and welcome and acclimate our students and families. And, each district needs the full funding and staffing to address the myriad facets of teaching and learning during a still raging global pandemic, with a resurgence expected as we head down the road toward reopening.

Therefore, I propose that each district in NY be given the flexibility to determine the plan to start the year with that best suits its context — whether it is remote, hybrid, or full return with adequate health and safety protections — and then determine a secondary or backup plan for modifications and changes as we move through the year.

Following the submission of the working draft reopening plan, I propose to immediately establish joint committees labor management to provide opportunities for regular communication and feedback to the community regarding further reopening planning and implementation. MOUs should be negotiated as dictated by local governing practices. Additional stakeholders such as families, students and community members should also be given ongoing and systematic opportunities to be engaged and to give input. In other words, the district's plan should be a living flexible document, the goal of which is to provide a helpful vehicle for ongoing partnership and collaboration with educators, families, students, and communities.

PROPOSAL – A PHASED REOPENING

Phase 1 of Reopening: The first phase is for principals, teachers, Teacher Aides and Assistants, Education Support Professionals, substitutes (both itinerant/per diem and building substitutes who are paid a full salary and are available every day) and all other relevant school personnel to have uninterrupted time together to prepare for the return of students and resumption of school in whatever model(s) the local association and district deem best through negotiations. This time could be used for essential work like setting up safe classrooms and other spaces; learning about the myriad health and safety protocols; engaging in targeted professional development and innovative curriculum development; preparing for Phases 2 and 3 — the Social Emotional Learning (SEL), academic learning and possible hybrid remote education that will be fundamental to the first six weeks of school when students return. The typical district professional development allotment at the start of the school year (Superintendent Days) is likely to be wholly inadequate

in the context of our current crisis; working together, let professional educators have time to figure out what they need to be successful and safe.

Phase 2 of Reopening: The second phase is for educators to greet students and families either in person or remotely, as the public health context allows. This time could be used for meeting one on one with families and students and preparing them for the new health and safety protocols, including physical distancing and mask wearing. This time could also be used for social emotional wellness checks, basic needs and academic assessments, an evaluation of technology needs and reconnecting with students, families and school communities.

Phase 3 of Reopening: The third phase is the resumption of instruction/learning, whether in person, remote or hybrid, based on parental surveys and feedback, and it focuses on the first six weeks of learning. The foundation of any successful school year is built in the first six weeks. During this time, educators and students will build their relationships with each other, establishing their learning community and school climate and culture. It is a time when we set expectations and rules, learn new structures and routines, and lay the groundwork for Social Emotional Learning and academic learning throughout the year. Now more than ever, we have to build school culture and embark on SEL and Culturally and Linguistically Responsive Leadership, Teaching and Learning in the manner has been recommended by research and best practice.

Academically, curriculum and instruction decisions should be informed by what students need and by what will engage them. These decisions should be made by the educators closest to the students — e.g., grade-level or department teams. Business-as-usual instructional approaches — organized around “covering the curriculum,” test prep and test administration — should be avoided for the near future, as these will distract from deep substantive learning, cause unneeded stress, and produce results that may not tell us what students need and can do. Emerging re-imagined plans should emphasize project-based learning, student voice and engagement, students teaching other students, students conducting research, and many other strategies to provide maximum flexibility as students move between in-person and remote instruction.

Phase 4 of Reopening: The fourth phase will be based on an assessment of where matters stand, both in terms of public health data and educational progress under the initial reopening plan. This assessment will be led by the joint committee(s) referred to herein, and will seek further input from students, parents and the community. It could take place six to eight weeks after the start of school. Based on the overall assessment, the district, its employee associations, and key partners will consult together to determine next steps — i.e., continue with the initial plan or make modifications accordingly.

APPENDIX C: SUPERINTENDENT'S REQUEST TO NYSDOH AND ECDOH

The Superintendent is requesting guidance from the NYSDOH and ECDOH regarding the following concerns:

- Free testing for every child and every staff member with a 48-hour turnaround time for test results.
- Clear consistent guidance for what school districts are to do when a student, staff, or family member tests positive.
- Clear consistent guidance from NYSDOH and ECDOH on when a school or entire school district must be closed and for how long and what should be done in the interim with the facility.

APPENDIX D: UNFUNDED COVID-19 COSTS

2020-2021 - DRAFT BUDGET & NOTES 7/21/2020

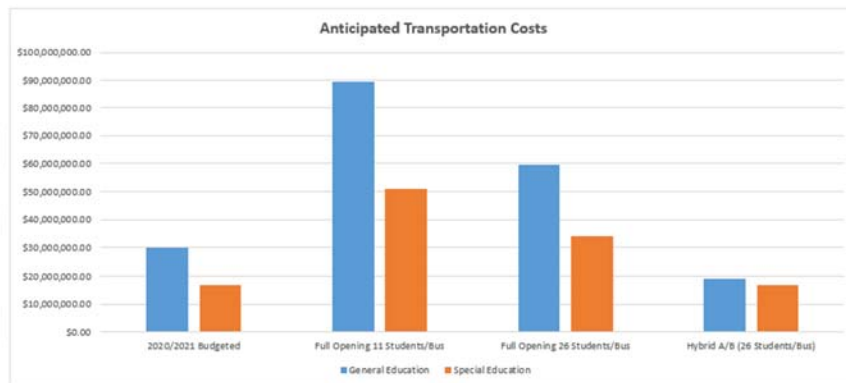
Row Labels	Projected Quantity - July August	Projected Quantity Sept - June 2020	TOTAL QUANTITY	PROJECTED \$ AMOUNT - JULY AND AUGUST	PROJECTED \$ AMOUNT - SEPT JUNE 2021	FULL YEAR PROJECTION - JULY 2020 - JUNE 2021
PPE AND CLEANING - ENTIRE DISTRICT:						
CLEANUP CREWS - TYVEK SUITS	2,250	9,000	11,250	22,500	90,000	112,500
GLOVES	15,000	60,000	75,000	85,000	320,000	405,000
MASK - ADULT BANDANA MASK	200	-	200	2,000	-	2,000
MASK - ADULT DISP. CLEAR MASK	18,000	72,000	90,000	54,000	216,000	270,000
MASK - ADULT DISP. MASK	1,225,000	4,900,000	6,125,000	812,500	2,450,000	3,262,500
MASK - ADULT XL CLOTH MASK	18,750	-	18,750	187,500	-	187,500
MASK - CHILD DISP. CLEAR MASK	500,000	2,000,000	2,500,000	1,500,000	6,000,000	7,500,000
MASK - CHILD DISP. MASK	875,000	3,500,000	4,375,000	437,500	1,750,000	2,187,500
MASK - CHILD REUSABLE FACE SHIELD	15,000	9,000	24,000	300,000	100,000	400,000
MASK - NURSE	120,000	240,000	360,000	330,000	638,000	968,000
NURSE GOGGLES	200	-	200	2,000	-	2,000
NURSE GOWNS, FEET, TYVEK SUITS	40,075	160,300	200,375	95,000	350,000	445,000
OVERTIME CLEANING	115,121	-	115,121	2,861,577	-	2,861,577
SANITIZING EQUIP	111	70,000	70,111	643,000	185,000	828,000
SANITIZING SUPPLIES	-	-	-	183,560	1,900,640	2,084,200
SIGNAGE	10,600	53,400	64,000	10,300	51,700	62,000
SNEEZE GUARDS	34,000	-	34,000	2,746,934	500,000	3,246,934
THERMOMETERS	360	-	360	36,000	-	36,000
SUBTOTAL				10,013,971	14,755,340	24,769,311
ATHLETICS:						
Face Masks	-	-	-	16,415	12,810	29,225
Water Bottles	-	-	-	12,990	25,980	38,970
Face Shields	-	-	-	93	185	278
Gloves	-	-	-	450	900	1,350
Thermometers	-	-	-	700	1,400	2,100
Medical Grade Wipes	-	-	-	495	990	1,485
Hand Sanitizer	-	-	-	336	673	1,009
SUBTOTAL				31,479	62,958	94,436
TOTAL GENERAL FUND				10,045,450	14,818,298	24,863,747
FOOD SERVICE:						
PPE MASKS	-	-	-	3,000	20,000	23,000
DISINFECTANT	-	-	-	-	-	-
BAGS	-	-	-	3,169	20,000	23,169
BAKERS RACK COVERS	-	-	-	20,000	20,000	40,000
Table Cloths	-	-	-	20,000	20,000	40,000
SALARIES - FOOD DISTRIBUTION	-	-	-	-	-	-
SALARIES - ADMIN	-	-	-	-	-	-
OVERTIME FOOD DISTRIBUTION	-	-	-	-	-	-
OVERTIME ADMIN	-	-	-	-	-	-
SUBTOTAL				46,169	60,000	106,169

NOTES ON GENERAL FUND:
1. BASED UPON A FULL RETURN TO SCHOOL IN SEPTEMBER.
2. INCLUDES PPE AND CLEANING FOR ENTIRE DISTRICT - SCHOOLS AND CENTRAL OFFICE.
3. ALL UNIT COSTS ARE PRELIMINARY AND BASED UPON BEST AVAILABLE ESTIMATE. PURCHASING TO REVIEW.

UNFUNDED COVID-19 TECHNOLOGY COSTS

	Quantity	Cost per Unit (if applicable)	Cost
OPERATIONAL			
EndPoint Security	1	\$ 420,000	\$ 420,000
Tape Backup Solution	1	\$ 470,000	\$ 470,000
Additional Devices for Departmental Staff	250	\$ 740	\$ 185,000
			\$ 1,075,000
INSTRUCTIONAL (Smart Schools Emergency Funding Request)			
PreK-2 iPads with Case	9,693	\$ 380	\$ 3,683,340
Student 3-8 iPads with Keyboard	770	\$ 450	\$ 346,500
Student Laptop Computers with Power Cords	2,000	\$ 632	\$ 1,264,000
Mobile Hot Spots	28,443	\$ 90	\$ 2,559,870
Staff Computing Devices	1,356	\$ 733	\$ 993,920
Computer Peripherals - Keyboards	800	\$ 99	\$ 79,200
Computer Peripherals - Power Cords	10,000	\$ 20	\$ 200,000
			\$ 9,126,830
OTHER INSTRUCTIONAL NEEDS			
Sound/Video Enhancement Equipment for Teachers	3740	\$ 150	\$ 561,000
Computer Device Asset Management System	1		\$ 32,000
Cases, Sleeves for Student iPads and Laptops	34,000	\$ 15	\$ 510,000
Laptops for School Clerks and Typists	156	\$ 733	\$ 114,348
iPads for Aides and Assistants	939	\$ 450	\$ 422,550
Funding for Spectrum Internet Enterprise Program			\$ 1,218,870
			\$ 2,858,765
Estimated Total			\$ 13,060,595

	Number of Buses	2020/2021 Budgeted	Annual Cost/Bus	Number of Buses	Full Reopening with Strict Social Distancing	Number of Buses	Full Reopening with 1 student per seat	Number of Buses	Hybrid Model A/B with 1 student per seat
Gen Ed	397	\$29,863,680.00	\$75,223.38	1191	\$89,591,040.00	794	\$59,727,360.00	253	\$19,031,513.95
SPED	233	\$17,000,391.00	\$72,963.05	699	\$51,001,173.00	466	\$34,000,782.00	230	\$16,781,501.85
Total	630	\$46,864,071.00		1890	\$140,592,213.00	1260	\$93,728,142.00	483	\$35,813,015.80



APPENDIX E: PRELIMINARY PROFESSIONAL DEVELOPMENT NEEDS RELATED TO COVID-19

GRADE/ SUBJECT	REQUIRED FOR ALL TEACHERS			MENU OPTIONS	
				REQUIRED*	CHOICE
PK	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 PK report cards	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
K	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn SS Textbook Schoology Microsoft Teams Part 1 Moby Max myON Bilingual: LAS Links	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
1	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn SS Textbook Schoology Microsoft Teams Part 1 Moby Max myON Bilingual: LAS Links	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
2	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn SS Textbook Schoology Microsoft Teams Part 1 Moby Max myON Bilingual: LAS Links	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
3	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn SS Textbook Schoology Microsoft Teams Part 1 Moby Max myON Bilingual: LAS Links	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod

GRADE/ SUBJECT	REQUIRED FOR ALL TEACHERS			MENU OPTIONS	
				REQUIRED*	CHOICE
					Office 365 *Virtual Tech Support
4	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn SS Textbook Schoology Microsoft Teams Part 1 Moby Max myON Bilingual: LAS Links	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
5	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn SS Textbook Schoology Microsoft Teams Part 1 Moby Max myON Bilingual: LAS Links	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
6	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn SS Textbook Schoology Microsoft Teams Part 1 Moby Max myON Bilingual: LAS Links	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
Reading	School-based (6 h)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 myON	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
SMT	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn Schoology Microsoft Teams Part 1 Moby Max	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365

GRADE/ SUBJECT	REQUIRED FOR ALL TEACHERS			MENU OPTIONS	
				REQUIRED*	CHOICE
					*Virtual Tech Support
SE K-6	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Zearn SS Textbook Schoology Microsoft Teams Part 1 Moby Max myON SE Distance Learning Plan	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support Bilingual: LAS Links
ENL K-6	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	SS Textbook Schoology Microsoft Teams Part 1 myON	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support Bilingual: LAS Links
ELA 7-8	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Moby Max myON	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
Math 7-8	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Moby Max	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support Finishline
Science 7-8	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Moby Max	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod

GRADE/ SUBJECT	REQUIRED FOR ALL TEACHERS			MENU OPTIONS	
				REQUIRED*	CHOICE
					Office 365 myON *Virtual Tech Support
SS 7-8	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	SS Textbook Schoology Microsoft Teams Part 1	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 myON *Virtual Tech Support
LOTE 7-8	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
ELA 9-12	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 myON	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
SE 7-8	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 SE Distance Learning Plan	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support
ENL 7-8	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 myON	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line

GRADE/ SUBJECT	REQUIRED FOR ALL TEACHERS			MENU OPTIONS	
				REQUIRED*	CHOICE
					Nearpod Office 365 *Virtual Tech Support
Math 9-12	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Algebra 1: Moby Max	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint Finishline
Science 9-12	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Virtual Labs	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
SS 9-12	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
SE 9-12	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Moby Max myON SE Distance Learning Plan	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint

GRADE/ SUBJECT	REQUIRED FOR ALL TEACHERS			MENU OPTIONS	
				REQUIRED*	CHOICE
ENL 9-12	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 myON	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
Art	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1	Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
Music	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
PE/ Health	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
LMS	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 myON	Best Practices in Remote Learning Part I, 2 Talking Points Language Line Nearpod Office 365 *Virtual Tech Support

GRADE/ SUBJECT	REQUIRED FOR ALL TEACHERS			MENU OPTIONS	
				REQUIRED*	CHOICE
Social Workers	School-based (6 hr)	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 SE Distance Learning Plan	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
CSE Chairs	SE Distance Learning Plan	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Moby Max myON	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
Psychologists	SE Distance Learning Plan	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 SE Distance Learning Plan	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
Counselors	SE Distance Learning Plan	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
Speech, OT/PT, Vision, Hearing	SE Distance Learning Plan	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 SE Distance Learning Plan	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line

GRADE/ SUBJECT	REQUIRED FOR ALL TEACHERS			MENU OPTIONS	
				REQUIRED*	CHOICE
					Nearpod Office 365 *Virtual Tech Support GradPoint
Literacy Coach	SE Distance Learning Plan	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 myON	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
Math Coach	SE Distance Learning Plan	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Moby Max Elementary: Zearn	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod) Office 365 *Virtual Tech Support GradPoint
Instruc- tional Coach	SE Distance Learning Plan	CLRI/Black Lives Matter (3 hr)	Social Emotional Learning (3 hr)	Schoology Microsoft Teams Part 1 Moby Max myON Elementary: Zearn SS Textbook	Best Practices in Remote Learning Part I, 2 Microsoft Teams Part 2 GradeBook Talking Points Language Line Nearpod Office 365 *Virtual Tech Support GradPoint
				*Courses in this section are mandatory. If a teacher has completed all of the courses listed here, that teacher will select PD option(s) from the Choice column.	*Virtual Tech Support is available for each PD listed in the Must Do/May Do list. These sessions should only be joined after participating in the initial PD offering.

APPENDIX F: DAILY HEALTH SCREENING FOR COVID-19

BUFFALO PUBLIC SCHOOLS
65 Niagara Square Room #712 City Hall
Buffalo, New York 14202
Phone (716) 816-3575
Fax (716) 851-3033

COVID-19 DAILY HEALTH SCREENING FORM

Employee/Visitor Name: _____

Phone Number: _____

Date: _____

This screening tool is offered for informational purposes to help you check for COVID-19 symptoms as outlined by the Centers for Disease Control. Based on your self-reported answers, the tool will provide a response to be used by us.

QUESTIONS	YES	NO
1. Have you or a member of your household tested positive for a confirmed case of COVID-19 in the past 14 days?	_____	_____
2. Are you experiencing any COVID-19 or flu-like symptoms: (fever, chills, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting or diarrhea)?	_____	_____
3. Are you or any member of your household under active quarantine due to COVID-19 exposure?	_____	_____
4. Have you been in contact with anyone who has a confirmed case of, or has been exposed to COVID-19?	_____	_____
5. Have you traveled outside the U.S. within the past 14 days?	_____	_____
6. Have you traveled to any of the states that require a 14 day quarantine?	_____	_____

If you answered yes to any of the 6 questions above, please do not enter the building; or if your temperature is/or exceeds 100 degrees Fahrenheit.

- Temperature is/or exceeds 100 degrees Fahrenheit: No: _____ Yes: _____***

ECASB Contacts

Executive Director: Dave Lowrey dlowrey@e1b.org

Cell: (716) 867-3531

Associate Director: Dr. Jill O'Malley jomalley@e1b.org

Cell: (716) 553-4267 Office Phone: (716)

821-7297

****This plan was adapted from the Erie County Association of School Boards.***

APPENDIX G: PREVENTION RESOURCES

Face Masks and Coverings for COVID-19



- You must wear a face mask or face covering in public when social distancing (staying at least 6 feet apart) is not possible, or when it is not possible to remain fully masked. This includes in public housing, in stores, and in crowded situations.
- Children under 2 years of age should wear a face mask in public, too. Children under 2 years of age should NOT wear face coverings for safety reasons.
- Cloth face coverings should be made from fabric you can see through when held up to the light. They must be discarded before reusing.
- Disposable paper face masks should be used for one outing outside the home. They cannot be properly cleaned.
- The best way to prevent COVID-19 is to continue social distancing (staying at least 6 feet away from others), wear what you need a face covering.

Putting On Face Covering

- DO clean your hands with soap and water or if that's not available, alcohol-based hand sanitizer, before putting on your face covering.
- Make sure the face covering covers both your nose and mouth.
- DO NOT cover your mouth hanging under your chin or in front of or around your neck. You won't get the protection you need.
- DO NOT wear the face covering on top of your head, or take it off and/or repeatedly touch it in places where the covering is placed until you can no longer use it.

Taking Off Face Covering

- DO clean your hands with soap and water or if that's not available, alcohol-based hand sanitizer, before taking off your face covering.
- Remove your mask only by the top straps.
- Discard the face covering if it is disposable. If you are wearing it twice, place it in a paper bag or plastic bag for later.
- Wash your face thoroughly.
- When wearing a cloth face covering, DO put in the washer (separately as the last item in the load).
- Even if you are high heat, when it is clean and dry, clean it in your dryer or place it in a bag to take with you. If you have a household with more people, you might want to label the bags with names so the face coverings are not mixed up.

1000



Department of Health

500



**FACE MASK MUST
BE WORN UPON
ENTRY
AND
WHILE ON SITE**

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



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



APPENDIX H: MAINTENANCE STANDARDS

GOAL: Daily Provide a Clean, Safe, Healthy and Visually Appealing Environment to Work and Learn

Our goal is to provide a clean, healthy, safe and aesthetically pleasing environment for people to work and learn in. To achieve this goal, you will find guidelines for most tasks as well as some product information and other useful information.

A well maintained building requires daily, weekly, monthly and periodic tasks to be performed. The tasks are categorized in this manner. However, each building is unique and used in a variety of ways and some tasks may need to be done on a more frequent basis than recommended. You will still have to rely on your own good judgment concerning the facility you are assigned to. The changes made to this document are to reflect the coordinated efforts to disinfect a school building on a regular basis in a manner to prevent spreading of pandemic disease. Always keep in mind the goal of the Plant Department is to provide a safe, clean, healthy and visually appealing school each day.

Each BPS school facility will have a designated Covid-19 isolation room that will be cleaned and sanitized daily according to CDC guidelines as necessary, aligned with usage. There will be a designated disposal area provided in each school for PPE following CDC guidelines.

Engineer will need a team effort from food service, teachers, teachers' aides, and security for the cleaning of the school, Engineer is solely responsible for operation of the heating plant and maintaining the grounds. This is a big responsibility and requires that you schedule, prioritize and execute the tasks required to maintain a well-run facility and that you supervise your employees in an effective manner.

It is expected that all adult will lead by example and conform to social distancing, requests for hand sanitizer refills, wipes, disinfection spray and reusable cloths. The reusable cloths should be only rinsed and wrung out once use of disinfection spray is complete. Ready for next use. Gloves should be used in all manners of spray bottle use of disinfection. Any person who uses a spray bottle should wash their hands at conclusion of cleaning even if gloves were used properly.

Required Daily:

Classrooms:

1. Empty all trash containers and replace liners when necessary.
2. Dust mop or sweep all exposed floor areas.
3. Vacuum Board of Education carpets.
4. Disinfect bathrooms twice a day at or around lunch time and at the end of the day.
5. Touch point cleaning 3 times daily of railings door knobs and entrance high touch areas.
6. Refill all paper, hand sanitizer and soap dispensers daily.
7. Sweep and wet mop bathroom floors. Deep clean with Kiavac or similar method of pressure washing under and around crevices and lavatories.
8. Damp spot mop with disinfectant after breakfast and lunch in the classroom. Will require more manpower to complete in a 15-minute window for each meal.
9. Classroom desks will have to be wiped with disinfectant after each meal. This will require the food service department, teachers, and teacher aides to participate in order to facilitate the proper wipe

occurrence with chemical provided by Plant Services. Preferably wiping of a non-toxic nature but have virucidal kill rates.

10. The team effort listed in item #9 will require directives and negotiations with perspective groups in order to be facilitated. There is no possible way to complete this task without the team effort. The current model of custodians and the breakfast in the classroom directives has not and will not be sufficient for pandemic solutions. This identifies our need in such a manner that glaring misconceptions of cleanliness exist when assuming there is no food left or spilled in the room. This will only occur correctly with guided added manpower and spread of responsibilities to the existing persons employed at a given school.

Bathrooms:

1. Lavatories need be scheduled to disinfect twice daily. The midday cleaning shall consist of picking up, stocking, disinfect wiping of all fixtures in the room including any indication of debris on the walls from washing and splashing. The end of day cleaning will involve item 2 below.
2. Lavatories will be cleaned with Kiavac or similar cleaning device at the end of each day.
3. During high touch point cleaning 3 times daily the hand dryers are to be wiped down and the wall surrounding the hand dryer. The high touch point cleaning is an overlap of the twice per day item for bathroom cleaning. In other words, cleaning the midday portion can be included as one of the three necessary for the hand dryers and stocking as needed.
4. This shall be logged as per date, time and person who performed the cleaning/disinfection.

Clinic:

1. Empty all trash and replace liners daily.
2. Dust mop.
3. Clean and disinfect all empty sinks, fountains and toilets.
4. Mop and disinfect floors.
5. Clean foreign substances from clinic cots with disinfectant.
6. Vacuum any carpeted areas.
7. Refill all paper, hand sanitizer and soap dispensers.
8. Medical Waste (Sharps) containers are the responsibility of the clinic medical staff.

Faculty Rooms:

1. Empty all trash and replace liners when necessary.
2. Dust mop or sweep all exposed floor areas.
3. Vacuum all Board of Education carpets.
4. Clean and disinfect all empty sinks, fountains and toilets.
5. Wipe all exposed areas of tables.
6. Wet mop floors including faculty lavatory.
7. Refill all paper, hand sanitizer and soap dispensers.
8. Signage on floor for social distancing.

It is not your responsibility to clean out refrigerators, wash dishes, microwaves, popcorn machines, appliances or coffee pots etc. You are also not responsible for refilling any vending machines. Spray bottles, gloves, and chemical.

Gymnasium:

1. Empty all trash containers and replace liners when necessary.

2. Dust mop floors and bleacher areas. Do not allow dust, paper or trash to accumulate under bleachers. Do not fold away bleachers with trash on the bleachers or under them.
3. Dust mop exposed floors in side rooms used for sports equipment periodically.
4. Clean and disinfect fountains and refill paper towels, hand sanitizer or hand soap.
5. Spot mop floor, as needed.
6. It is not your responsibility to put away gym equipment.
7. Large signage for social distancing.

Locker Rooms, Shower Rooms and Lavatories:

1. Remove all trash and replace liners when necessary.
2. Dust mop or sweep all exposed floor areas.
3. Clean and disinfect empty sinks, fountains, urinals and toilets at the end of each day.
4. Refill soap, hand sanitizer and paper dispensers.
5. Clean graffiti and all foreign matter from walls and bathroom stalls.
6. Clean mirrors.
7. Remove wadded paper and all other objects thrown onto the ceilings and walls.
8. Wet mop all floors with disinfectant.
9. Clean the outside of all dispensers.
10. Signage on floor for social distancing.

Vocational Shops:

1. Remove all trash and replace liners when necessary.
2. Dust mop or sweep all exposed floor areas.
3. Clean and disinfect empty sinks, toilets, and fountains.
4. Refill all soap, hand sanitizer and paper dispensers, when needed.
5. Mop floor if needed.
6. Erased chalkboard and white board areas should be cleaned daily in high schools.
7. Signage on floor for social distancing.

Library:

1. Remove all trash and replace liners if needed.
2. Sweep or dust mop all exposed floor areas.
3. Vacuum Board of Education carpets.
4. Clean and disinfect all empty sinks, fountains or toilets.
5. Mop floor if needed. Mop lavatory floor daily and disinfect.
6. Refill all soap, hand sanitizer and paper dispensers when needed.
7. Signage on floor for social distancing.

Elevators:

1. Empty any trash containers which may be in the elevator.
2. Sweep the elevator floor and spot mop any spills.
3. Keep door tracks clear of dirt and debris.
4. This is a high touch area and must be logged as disinfected.
5. Signage marked on floor for social distancing.

Cafeteria and Faculty Cafeteria:

Breakfast:

1. Empty all trash and milk barrels, wash barrels if needed and replace liners.
2. Sweep and spot mop all floors.
3. Remove kitchen garbage and recycling and replace liners.
4. Refill all paper, hand sanitizer and soap dispensers when needed.
5. Signage on floor social distancing

Lunch:

1. Empty all trash and milk barrels if needed, wash and replace liners.
2. A log of disinfection must be kept by the custodians and food service.
3. Sweep and wet mop all floors.
4. Empty all kitchen garbage and recycling.
5. Clean milk, food spills and any other foreign substance from cafeteria walls daily.
6. Signage on floor for social distancing.
7. You are not responsible for daily washing of tables, chairs, kitchen equipment, or the kitchen floor. This is done by 'food service.'

Entrance Areas:

1. Clean glass in entrance door windows daily.
2. Sweep all entrances daily and vacuum any entrance mats.
3. In inclement weather (rain or snow), entrances will have to be mopped after staff and students arrive. Entrances should be checked throughout the day to remove snow and rain.
4. This area should remain free of furniture, boxes, or anything that would impede the safe egress of the building.
5. Signage should be placed at main entrance doors to warn all to use a face mask and use social distancing as a norm.

Sink Rooms:

1. Empty trash and replace liners in cans.
2. Clean slop room sinks.
3. Sweep and mop floor.
4. Clean mops and dust mops and hang up.
5. Put equipment and tools away properly. Keep sink room doors locked at all times.
6. Disinfect at end of each use in room, don proper PPE before and after use.
7. Log disinfection time, date and person.

Hallways:

1. Sweep or dust mop halls daily. Mop halls and buff when needed.
2. Halls should be "policed" throughout the day and any debris removed.
3. Remove graffiti, marks and dirt from hall walls daily.
4. All trash containers should be emptied daily and new liners put in when necessary.
5. Log disinfection time date and person. This is a shared area with many touchpoints.

Stairways and Landings:

1. Sweep and mop stairs daily.
2. In inclement weather (rain and snow), stairs will have to be mopped again after staff and students arrive. They should be checked periodically throughout the day for debris and water accumulation.
3. Writing, dirt or marks should be removed. Handrails should be kept clean. Dust should be removed from all windowsills, wood or metal on staircases.
4. Stairways should remain free of boxes, chairs or anything that would impede the safe egress of the building.
5. High touch point railings are to be disinfected 3 times per day and logged time date and person.

Light Fixtures:

1. Schedule lighting changes when necessary.
2. Clean fixtures when necessary.
3. Do not allow cobwebs to accumulate on fixtures.

Policing Grounds:

1. Pick up or sweep papers, glass and debris on all school grounds, parking lots and playground areas daily.
2. Empty all outside trash containers daily.
3. Playgrounds should be carefully checked for glass and other foreign matter.
4. Vandalism and graffiti should be removed and reported to the Director of School
5. Plant Operations. Submit work orders to remove graffiti when necessary.

Parking Lots:

1. Parking areas should be kept free of debris and glass.
2. In winter, snow must be plowed after each snowfall and before staff arrives in the morning.
3. Slippery areas should be salted.
4. When there is a significant loss of parking spots or nowhere to plow the snow anymore, the grounds crew should be called for removal of the snow.

Although not all these grounds tasks need to be done daily, they are listed as required daily because they should be checked each day and all tasks done as needed.

Required as Needed:

Some auditoriums are used daily and need to be cleaned on a daily basis. Others are used intermittently and require less maintenance. Each building is different and the scheduling of these tasks will be site specific. The auditorium should be visually checked each day. It should also be cleaned before and after each use so it is always ready for use.

Auditoriums:

When auditoriums are scheduled to be used the disinfection will take place night or day before. If auditoriums are scheduled for daily use this will take extra man hours per night to complete. Scheduling is a must and must be 24hrs notice or written schedule from the Principal to the Engineer. A log of disinfection must be kept.

1. Empty all trash and replace liners when needed.
2. Sweep or dust mop all exposed floor areas when necessary.
3. Dust mop the stage, stairs and side rooms when necessary.
4. Vacuum any Board of Education carpets.
5. Dust the piano.

Swimming Pools:

1. Pool decks should be wet mopped each day the pool is used. Proper cleaning disinfection agent is used and visually checked.
2. A log of disinfection is to be kept.
3. Water should not be allowed to accumulate on pool decks.
4. Bleachers should be cleaned and mopped.
5. Debris should be removed from the pool with a suction pole or vacuum daily.
6. Scum gutters should be cleaned out and debris not allowed to accumulate.
7. Pool should be overflowed to skim.
8. Pool readings should be taken three times per day and recorded as they are read.
9. Filters and chlorinators should be operational at all times and pool chlorinated daily.

Light Fixtures:

1. Schedule a lighting changes when necessary.
2. Clean fixtures when necessary.
3. Do not allow cobwebs to accumulate on fixtures.

Shrubs and Weeds:

1. Shrubs/bushes need to be trimmed, spaded around the base and mulch added.
2. Weeds should be removed on all school property and mulch added if necessary.

Sidewalks, Steps, Parking Lots, and Entrances:

1. Areas should be swept and kept free of debris.
2. Winter:
 - a. Snow should be plowed in lots and removed from walks, entrances and stairs as soon as possible following a snow fall.
 - b. Large plowed snow banks are removed by the grounds department.
 - c. Salt sidewalks, steps, parking lots and entrances when necessary
 - d. All paths to the street and bus loading areas and crossing areas must be kept free of snow and ice.

Grass:

1. Grass should be cut and trimmed neatly and weed whacked when necessary. Preferably once a week keeping in mind that regents testing and state testing requirements may make a schedule for noise irregular to meet school needs.
2. Grass cuttings should not be left to lie on top of the lawns.

Furniture:

1. Furniture needs to be cleaned a minimum of two times per year.
2. All furniture must be cleaned during the summer cleaning period.
3. This is not to be confused with disinfection practices. Heavy scrubbing scrapping of gum and removal of glue and stickers is different from disinfection.

Summer Cleaning:

Remove all trash and recycling from every room and area in the building.

Classrooms, coatrooms, conference rooms, library, offices, clinics:

1. High dust all ceilings, lights and walls.
2. Wash light fixtures, clean lenses, change bulbs (if necessary).
3. Brush out and clean all heating units in each room including fans and motors.
4. Change filters.
5. Remove tape and clean the inside of all windows.
6. Clean walls, window frames, window tracks, chalkboards, wood moldings, map and screen holders, built-in cabinets, chalk trays, telephones, door hardware, wall plates and light switches, wainscoting, window sills, and all woodwork.
7. Clean all student desks. All writing and tape should be removed.
8. Clean all cabinets, files, shelves, teacher desks, bookcases and any other furniture in the room that is empty and free of stored items. Wash all waste containers and replace liners.
9. Clean all sinks, lavatories, sink cabinets and fountains and disinfect all surfaces.
10. Clean walls in individual lavatories and mop and disinfect the floors. Clean mirrors and shine all fixtures. Clean soap, sanitizer and paper dispensers.
11. Check that they are in good working order and replace if necessary.
12. Before moving any furniture to prepare for stripping or shampooing, sweep or vacuum the area.
13. Remove dirt, gum, and build up from edges of floors. Scrape corners where necessary. Clean baseboards and terrazzo cove base.
14. Strip or top scrub floors and apply multiple coats of floor finish.
15. Remove tape and residue, gum and foreign matter from carpets and shampoo. If there are Board of Education issued area rugs in the room, they should be shampooed, dried and rolled up until the floors are complete.
16. Set furniture into place and fill all paper, hand sanitizer, and soap containers.
17. Record any repairs needed. Do minor repairs and submit work orders if necessary.

Halls, Stairways, Landing, Entrances:

1. High dust ceilings, walls, lights, moldings, wainscoting and ledges.

2. Clean light fixtures and lenses and change bulbs if necessary.
3. Clean all heating units, fans, motors, and change filters, grease equipment or change belts if needed.
4. Clean all windows, window frames and sills.
5. Clean walls, lockers, cabinets, handrails, metal or wood railings, doors, hardware, transoms, french doors, glass and windows in doors or halls, or any other surface.
6. Lockers should be cleaned inside and out and all writing and stickers removed.
7. Kickplates on doors should be cleaned and polished.
8. Clean and disinfect water fountains or chillers.
9. Clean all trash containers and put new liners into them.
10. Clean all baseboards and cove base.
11. All entrance mats and any area carpeting should be shampooed, dried and rolled up until floors are completed and then laid in place.
12. Sweep then strip or top scrub floors in halls and apply floor finish. Carpeted halls should be shampooed.
13. Sweep stairs, landings, and entrances. Remove built up dirt and wax from base, corners, under heating units, and stairs. Remove dirt from tracks on stairs.
14. Mop or scrub stairs, landings and entrances.
15. Sweep and scrub under recessed entrance mats, clean mats, and replace when dry.

Cafeteria:

1. High dust ceilings, walls, lights, moldings.
2. Clean all light fixtures and lenses and replace all blown out bulbs.
3. Clean windows, sills and frames and the outside of the window, if it is accessible.
4. Clean all heating units, motors, fans and change filters and belts.
5. Clean the hood and filters in the kitchen.
6. Clean the grease trap and flush.
7. Clean all walls.
8. Clean all tables, chairs, and furniture.
9. Sweep then strip or top scrub and apply finish to the floors.
10. Set furniture into place.

Gymnasium:

1. High dust ceilings, walls, ledges, sills, piping, racks, rails, wall mounted gym equipment, climbing equipment, and lights that are accessible.
2. Clean lights and lenses and replace blown out bulbs that are accessible.
3. Clean windows.
4. Clean bleachers and sweep and mop the floor under them.
5. Clean gym equipment.
6. Sweep the floor and remove all gum, marks and foreign matter.
7. Sweep and mop or lightly scrub the floor.
8. Clean and disinfect any fountains.
9. Clean all trash containers and put new liners into them.
10. Place all gym toys or equipment neatly into place.

Auditorium, Stage and Side Rooms:

1. High dust ceilings, walls, light fixtures that are accessible.
2. Clean lights and lenses and replace blown out lights.
3. Vacuum or brush stage and window curtains.
4. Clean all heating units, motors, fans and change filters and belts if necessary.
5. Clean walls, ledges, moldings, woodwork and wall mountings and plaques.
6. Clean auditorium seats.
7. Clean any other furniture in auditorium or on stage including the lectern and pianos.
8. Sweep and mop the stage, aisles, and the seating area.
9. Clean all runners and mats.
10. Clean all trash containers and replace liners.
11. Leave stage and auditorium in an orderly fashion.

Lavatories, Showers, Locker Rooms:

1. High dust all ceilings, walls and light fixtures. Remove paper and foreign objects from the walls and ceilings.
2. Clean heating units, motors, fans, exhaust grills and change any filters or belts necessary.
3. Wash walls, tile, partitions, stall walls and doors. Wash any benches or furniture.
4. Wash and disinfect sinks, toilets, urinals, shower heads and any other fixtures.
5. Check shower heads to make sure they are working and polish all chrome.
6. Clean all paper, hand sanitizer and soap dispensers, replace dispensers as needed and refill all dispensers.
7. Remove any buildup of dirt and scrub floors.
8. Wet mop floors with disinfectant.
9. Clean all trash containers and replace can liners.
10. Clean all mirrors or glass.
11. Check floor drains to make sure that they are clear and flush with water.
12. All plumbing leaks or repairs needed should be noted and requisitioned.
13. Complete any minor maintenance tasks

Mechanical Responsibilities:

Heating and Ventilating Units:

1. Dust and clean out radiators, finned radiation, unit heaters and all heating units. Do not allow dust, dirt and papers to accumulate in units. New requirement is keep Merv 11 as standard for filters. Merv 11 filters will not allow some units to have proper air flow. It is stated by DOH guidelines that non-conforming filters that must be used in lue of Merv 11 will require 3 times per week cleaning to ensure that the best possible outcome can be reached; Furthermore, it must be logged date time and person who does the cleaning. Change filters in all units requiring filters on a regular basis.
2. Do not operate equipment with clogged filters. Common filter changes are 3 to 4 times per year. This is not to be confused with basic vacuuming and cleaning.
3. Clean out motors and check oil levels. Replace when necessary.
4. Change filters in all units requiring filters on a regular basis. Do not operate equipment with clogged filters.

5. Louvers, grills and fans should be maintained in a dust free state.
6. Each building is different. The preventative maintenance schedule will be site specific.
7. All units should be checked periodically for dust and filter changes.
8. Grease and oil motors and mechanical equipment per the maintenance schedule for the equipment.

Pumps and Compressors:

1. Compressor oil levels should be checked weekly. Follow the guidelines in your equipment manual for scheduled oil changes. Compressors should be blown down daily to remove any water.
2. Pumps should be visually checked daily for correct operation. Oil levels on pump motors need to be checked weekly. Replace oil when necessary. grease fittings according to equipment manual guidelines.

Boilers, Vacuum Systems, Combustion Systems and Feedwater Systems:

1. Boilers and all auxiliary equipment need to be visually inspected daily and throughout the heating shift for proper operation off all systems. Gage glass and water columns must be blown down on each shift to check the operation of the low water cut off and flush any sediment out. Vacuum systems should cycle on and off between 3 and 8 inches on the gage and maintain a vacuum.
2. All systems should be observed for proper operation, operating pressures, any short cycling problems, operating temperatures, water levels in boilers, expansion tanks, make up tanks, sight glasses, vacuum and condensate return systems. Report any burner issues immediately.
3. Signage is to be placed in boiler rooms and equipment rooms that are frequented by Maintenance personnel.

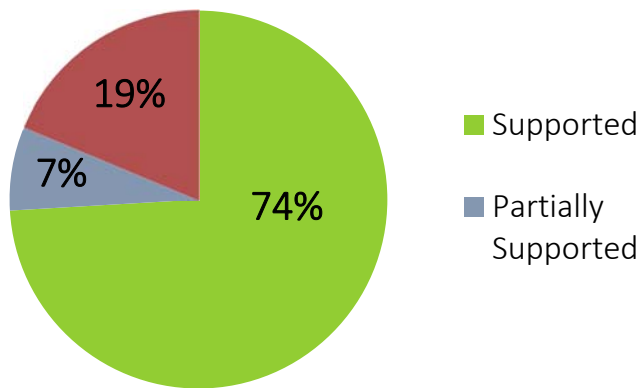
APPENDIX I: PARENT/CAREGIVER/GUARDIAN STAKEHOLDER SURVEY

THESE DATA REFLECT THE TIME PERIOD FROM JUNE 10, 2020- JULY 2, 2020.

BPS WILL UPDATE THE RESULTS THROUGHOUT THE MONTH OF AUGUST 2020.

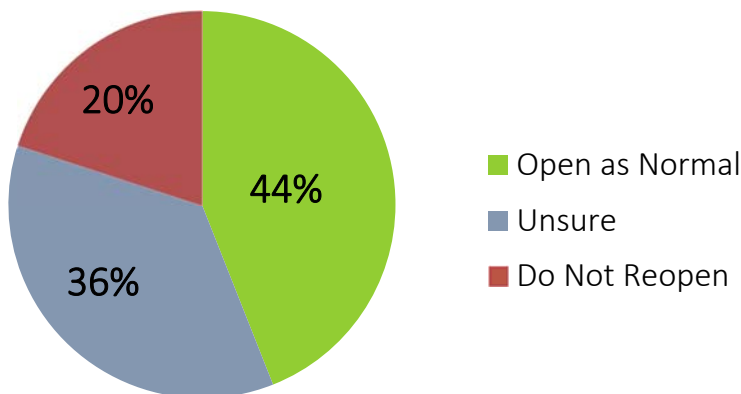
Q1. Feeling Supported

On average, 74% of the parents/caregivers who responded to this question felt the District had supported them during the extended school closure.



Q2. Thoughts about the 2020-2021 school year

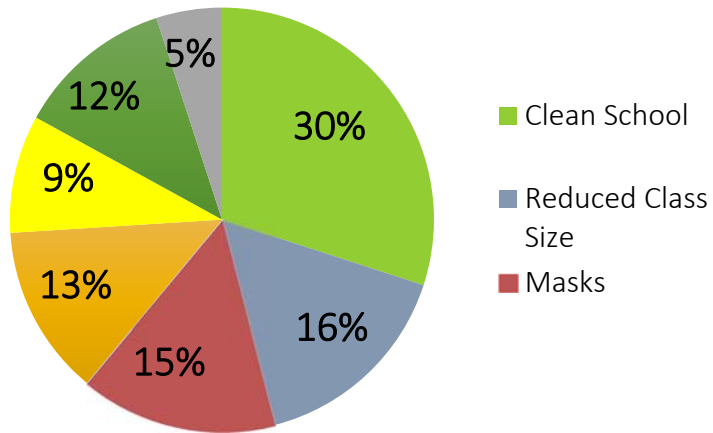
On average, 44% of the respondents indicated that they would prefer school to open as normal in the fall. Over one-third, 37% were either unsure whether they wanted school to open, stated they would like to have various safety precautions in place, or the availability of hybrid online/in classroom lessons available before opening.



*BPS will update results throughout the month of August.

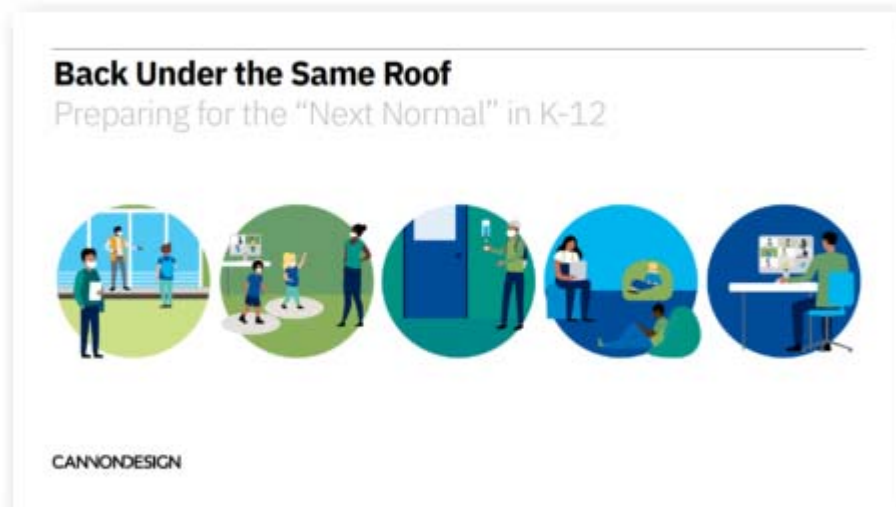
Q3. Conditions to feel safe

Parents across all school levels most frequently cited clean schools as a required condition to send their children back to school. Approximately 16% of respondents would like to have reduced class sizes and 15% stated that they would feel safer with everyone wearing masks. Washing hands and social distance were the next most frequently conditions. Five percent of the individuals who completed the question did not want anything to change within school buildings. Although 12% of the respondents indicating other conditions, several ideas were provided. These included temperature taking, the creation of a vaccine, a sick child policy, and following the CDC guidelines.

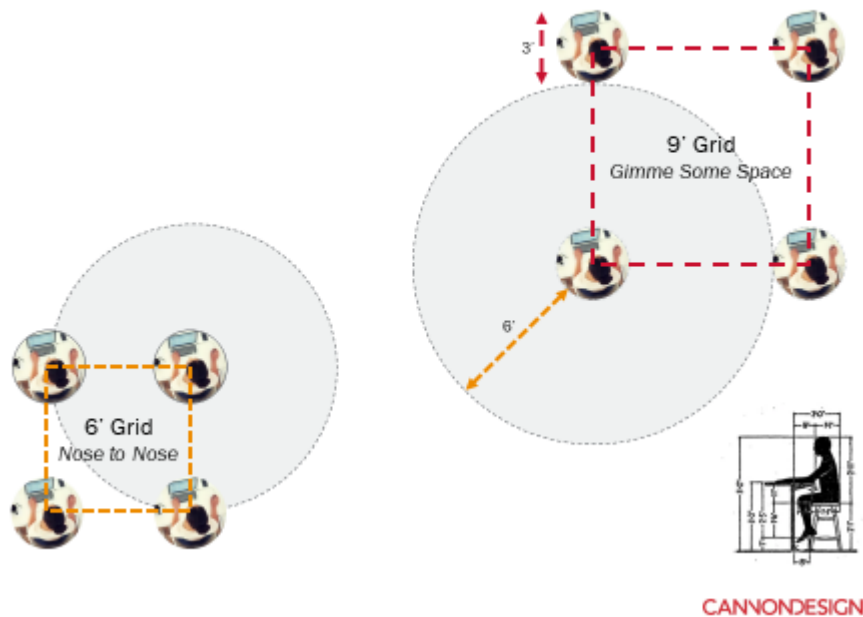


*BPS will update results throughout the month of August.

APPENDIX J: COVID MAPPING

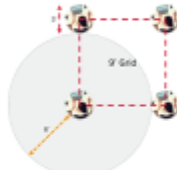


Six Feet Apart



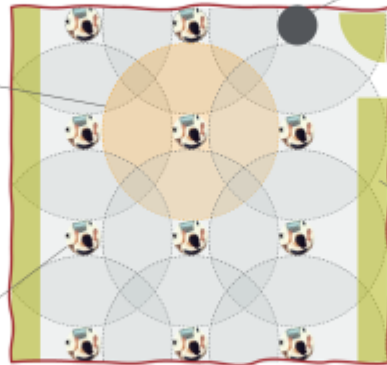
Anatomy of a Socially-Distanced Classroom

Social distancing isn't forgiving.
Unlike typical capacity models which assume reasonable tolerance for "getting a little closer", the CDC's public health guidelines call for strict 6' spacing between people. Allowing for 2' of personal space, seating is optimally aligned on a 9' grid.



Education is interpersonal. Masks aren't.

While typical face masks can enable healthier movement within socially distanced spaces, they can hide someone's emotional state and severely limit communication. As a complement to social spacing, consider requiring face masks only for passing periods, movement within the classroom, bathroom breaks, etc.



30' x 32' (960sf)

Teachers count, too!

Capacity models should deduct 3-2 spaces for the teacher, instructional aides, special education monitors, and volunteers.



Perimeter fixtures and door swings.

Built-in wall cabinets, AC units, and doorways take up floor space and should be factored into classroom layouts and capacity models.



Keep it real.

Typical capacity models include utilization factors to model real-world school operations. (E.g., max capacity x 80% elementary, 70% secondary). Variables such as differing cohort sizes, teacher conference/prep schedules, class-size variation in diverse secondary course schedules, etc. do not go away in a socially-distanced school, so neither should these factors.

CANNONDESIGN

Socially-Distanced Classroom Capacity Study

Eg: 960sf CA classroom, w/ 3' built-ins on len/width, 1 teacher space per room	low max students	high max students	avg max students	avg sf/student
0' additional personal space	23	31	26.1	37
1' additional personal space	15	20	18.0	53
2' additional personal space	11	17	13.3	73
3' additional personal space	7	11	9.5	102

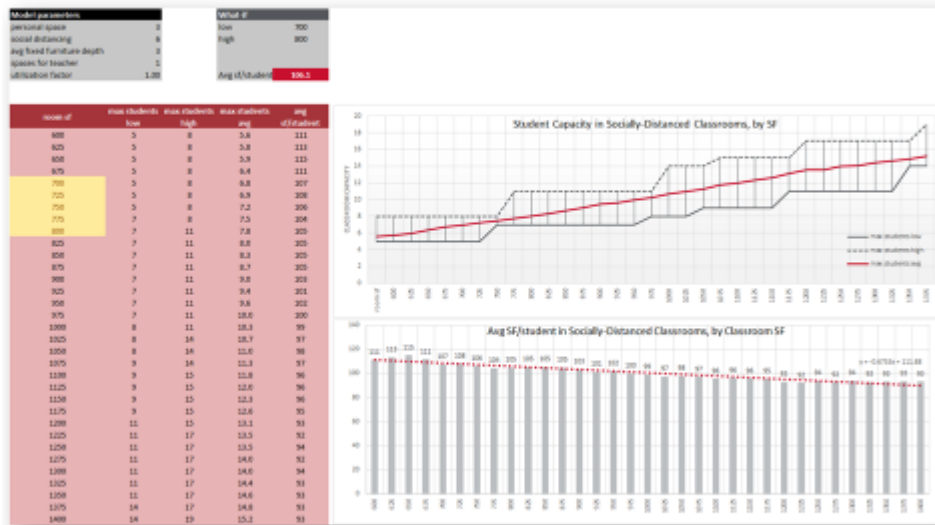


30' x 32' (960sf)



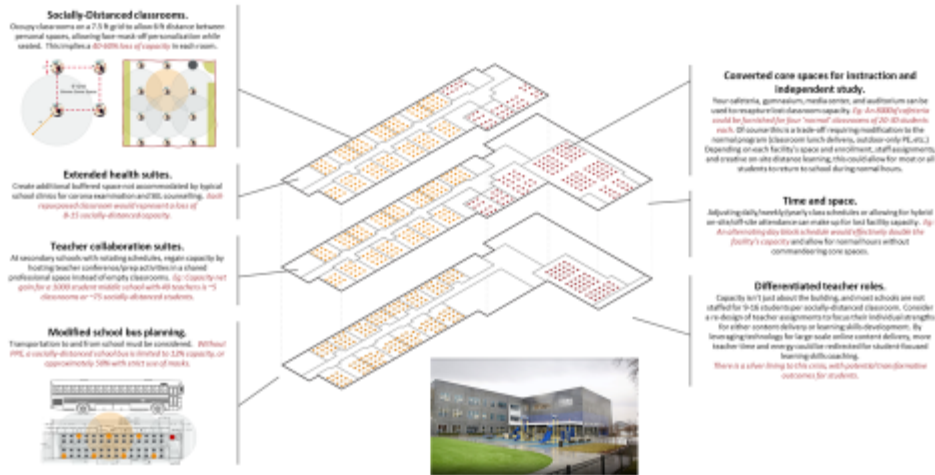
CANNONDESIGN

Socially-Distanced Classroom Capacity Study



CANNONDESIGN

Re-thinking Space Utilization: What an open campus with social distancing could look like



CANNONDESIGN

School, District, or State Capacity Model



GOOD: Quick Math

$(\# \text{ classrooms} \times \text{avg sf} \times \# \text{ students}) + (\text{recapturable seats in core spaces})$



BETTER: SF Model for each Room

$\sum \text{all classrooms: } (\text{room sf} / \# \text{ sf per person}) \times (\text{utilization factor } .75-.95) + (\text{recapturable seats in core spaces})$



BEST: Length & Width Model for each Room

$\sum \text{all classrooms: } [1 + (\text{room length} - 3\text{ft } 1^{\text{st}} \text{ personal space} - \text{fixture depth}) / 9\text{ft}] \times [1 + (\text{room width} - 3\text{ft } 1^{\text{st}} \text{ personal space} - \text{fixture depth}) / 9\text{ft}] - 1 \text{ or } 2 \text{ teacher spaces}] \times (\text{utilization factor } .75-.95) + (\text{recapturable seats in core spaces})$

CANNONDESIGN

COVID 19 Tool Capabilities

Socially-Distanced Classroom Layout and Capacity

Specific Room Dimensions

30' x 25' (750 sf)

specific length

30

specific width

25

personal space

2

social distance

6

available perimeter linear ft

1.5

teacher desks

1

teaching wall desks

2

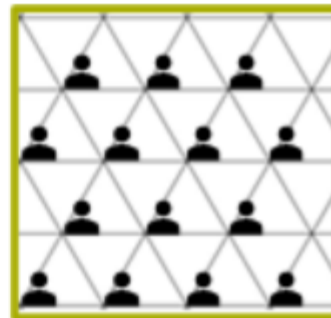
Optimized Spacing

4x4/3 isometric grid (@ 8')

14 seats

- 3 teacher space/s

= 11 student capacity



30' less 1.5'

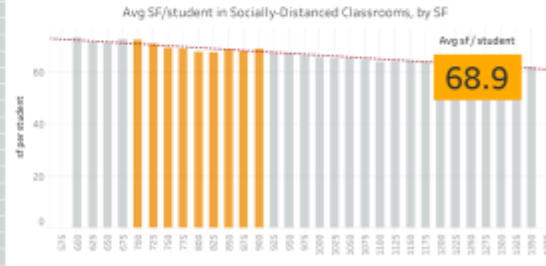
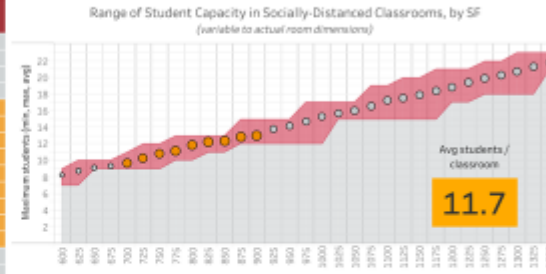
25' less 1.5'

CANNONDESIGN

COVID 19 Tool Capabilities

Socially-Distanced Classroom Layout and Capacity

Parameters:	Area	Min. optimum	Max. optimum	Avg. optimum	Sf per student
personal space					
2	600	7	9	8.2	72
	625	7	10	8.8	71
social distance					
6	650	9	10	9.2	71
	675	9	10	9.3	72
unusable len/wid (ft)					
1.5	700	9	11	9.7	72
	725	9	12	10.2	71
	750	9	12	10.8	69
teacher desks					
1	775	10	13	11.2	69
	800	10	13	11.8	68
	825	11	13	12.2	67
teaching wall desks					
2	850	11	13	12.4	69
	875	12	15	12.8	68
classroom of range 1...					
700	900	12	15	13.5	69
	925	12	15	13.8	67
	950	12	15	14.1	67
classroom of range ...					
900	975	12	17	14.7	66
	1000	12	17	15.3	66
	1025	15	17	15.7	66
	1050	15	17	16.0	65
	1075	15	19	16.6	65
	1100	15	19	17.2	64
	1125	15	20	17.5	64
	1150	15	20	17.9	64
	1175	15	21	18.4	64
	1200	17	21	18.9	64
	1225	17	21	19.4	63
	1250	18	22	19.9	63
	1275	18	22	20.3	63
	1300	18	23	20.8	63
	1325	18	23	21.3	62
	1350	21	23	21.8	62



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COVID 19 Tool Capabilities

Virtual attendance:

(0-1.00)

Recapturable Capacity:

0

cafeteria 1

library 1

personal space 2

auditoriums 1

social distance 6

elem gym 0

unusable length/wid. 1.5

elem music 0

teacher desks 1

elem art 0

teaching wall desks 2

elem comp. 1

elem science 0

Capacity Utilization Factors (0-1.00)

elem 1

middle 0.85

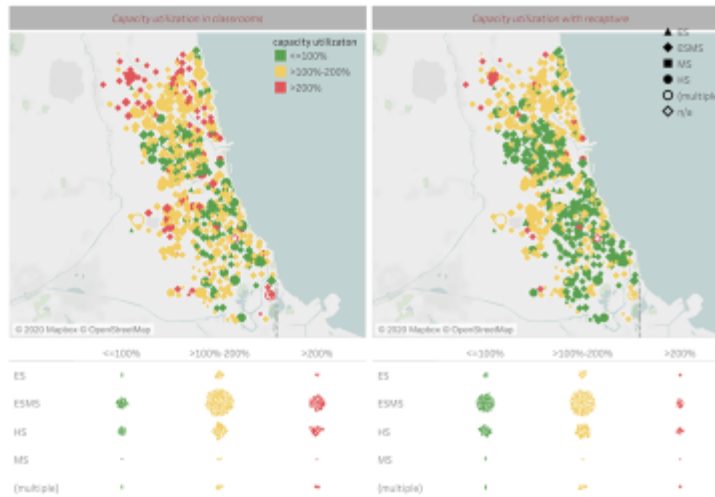
high 0.75

k-6 0.9

k-12 0.85

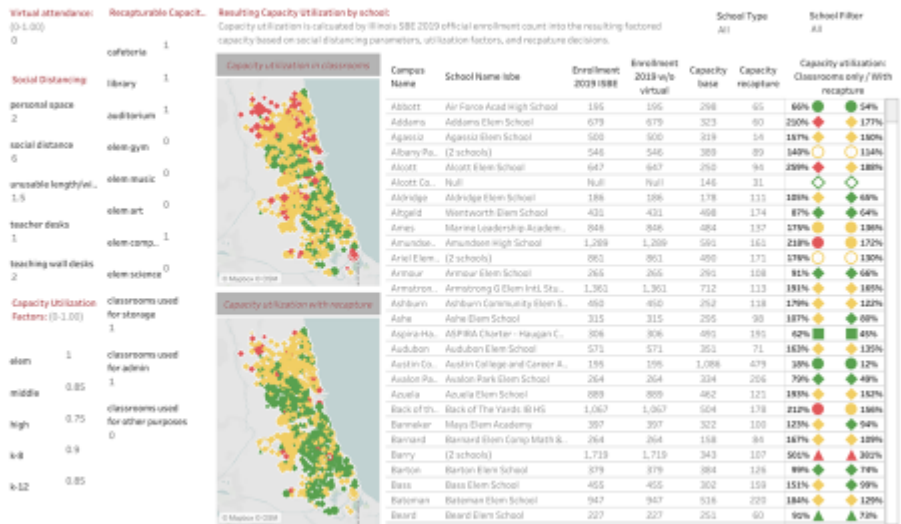
Resulting Capacity Utilization by school:

Capacity utilization is calculated by Illinois SBE 2010 official enrollment count into the resulting factored capacity based on social distancing parameters, utilization factors, and recapture decisions.



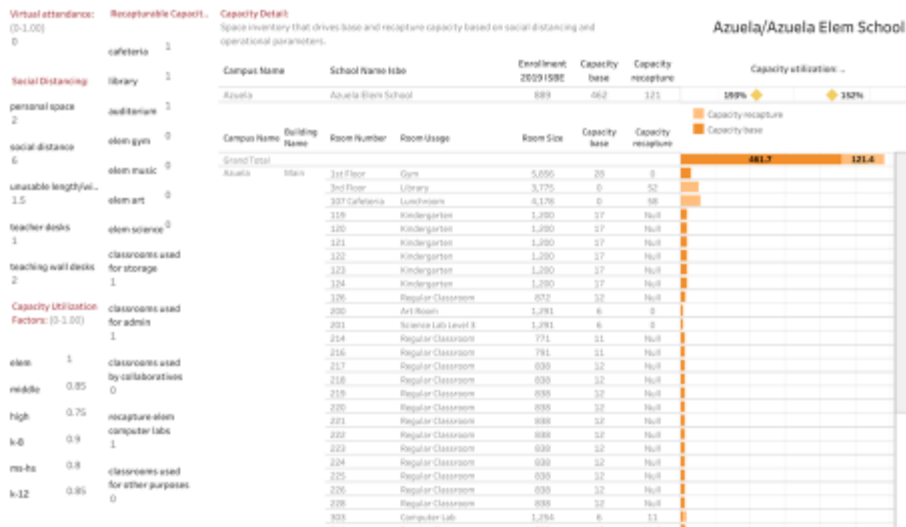
CANNONDESIGN

COVID 19 Tool Capabilities



CANNONDESIGN

COVID 19 Tool Capabilities



CANNONDESIGN

APPENDIX K: EMERGING CONSIDERATIONS

The BPS in collaboration with the DOH and all stakeholders will continue the dialogue as we plan the work to reopen schools safely. The following are a few of the emerging considerations/questions that were adapted from the *Council of School Supervisors and Administrators*:

PROFESSIONAL DEVELOPMENT

Who will receive professional development on managing COVID-19?

ISOLATION ROOMS

What are the protocols if there is more than one student that must remain in the isolation room, but not ample space to social distance?

SANITATION PROTOCOLS

Which custodial staff member will perform the continual all-day cleaning of frequently touched surfaces? If this person is repurposed, who will complete his/her previous duties?

PROTECTIVE EQUIPMENT

- When will schools receive PPE, thermometers, signage, etc.?
- Will there be additional PPE for the Building Response Team?
- What are the protocols for when a school doesn't have ample protective equipment?

PROTOCOLS FOR A POSITIVE CASE

- When will DOH notify Department of Education of all positive cases as they notify the individual school or office?
- If a school shuts down, will other schools that share that campus also be shut down?
- Will siblings have to quarantine if a student tests positive, and will the siblings' school(s) be notified by DOH?
- If a teacher tests positive and they teach more than one class, will all of their students need to quarantine?
- If a substitute or itinerant staff member who works at more than one building tests positive, will all schools they have recently worked at be notified by the DOH?

SUSPECTED CASES (NOT YET CONFIRMED BY DOH)

- Can a school leader notify their community of any reported cases if it has yet to be officially confirmed by the DOH? If not, will communities be informed that school leaders are prevented from issuing these communications?
- Must a student or staff member be required to quarantine if someone who lives with them is required to do so?

APPENDIX L: ATHLETICS COVID-19 SAFETY PLAN

All Head Coaches will meet with their Student-Athletes to review this safety plan prior to students returning to campus. Once the Coaches and Student-Athletes return to campus, they will execute the following plan.

In Person- Potential Start Date August 24, 2020 for Practice and September 21, 2020 for the Official Season Start Date

Pre-Workout/Pre-Contest Screening: Student-athletes/coaches should check their temperature at home before attending practices or games. If the student-athlete/coach or staff member has a temperature of 100.4 or above, they should not attend practice/game. Student-athletes must be healthy prior to participating.

- Any person with symptoms of respiratory illness should not be allowed to take part in workouts until they are free of fever and respiratory symptoms for at least 3 days. They should stay home, contact their primary care provider and receive a written medical clearance to return to activity.
- Ensure that individual(s) with symptoms do not return, until:
 - They are free of fever (less than 100.4) AND respiratory symptoms for at least 3 days' w/o the use of fever-reducing medicine; AND
 - 14 days have passed since symptoms 1st appeared
 - Must meet the Eire County Health Departments criteria before returning to the team
- A record should be kept of all individuals present at all team workouts
- Any student-athlete, coach or staff member who has COVID 19 must notify their Head Coach, Principal and Athletic Director

Sport Specific Information:

- Head Coaches will designate a COVID 19 Coach for each team for any student/parent concerns
- Coaches (when able) should encourage social distancing is maintained between student-athletes as much as possible. This means additional spacing (recommended six feet) between student-athletes, chatting, or changing drills so they remain spaced out, and no congregating of student-athletes while waiting during drills.
- Workouts should be conducted in "pods" of students with the same 5-10 student-athletes always working out together with the same coach.
- Sidelines - student-athletes personal items and equipment should be lined up 6 feet apart and contained inside their bags. Avoid touching gates, fences and benches
- Field of Play - Only essential personnel are permitted. Coaches, Trainers
- Spectators - No spectators at this time
- Concession Stands and Press box - Not permitted at this time
- Team Handshakes - will not be conducted at this time
- Water Bottles - Student-Athletes and Coaches should not share water bottles, cups, H2O devices and avoid touching handles or fountains. Student-Athletes should put their name on their bottle

Workout/Practice Hygiene Protocols:

- Masks - Student-Athletes and Coaches are not required to wear cloth face coverings, although are encouraged to do so if desired
- Players Licking Fingers - If a student-athlete touches their mouth, practice is stopped and the student-athlete must sanitize their hands. If they touch the ball after going to their mouth, stop practice, remove ball, sanitize ball (etc.). Mouth guards should remain in the student-athletes mouth during practice. Student-Athletes are encouraged to bring their own sanitizer
- Student-Athlete Habits - Coaches will work to create new habits including entering/exiting practice, temperature checks, social distancing, staying away from touching face, high fives, chest bumps, hugs and group celebrations

- Hand Sanitizer, Saining Wipes, Water Bottles, Face Masks - The District will provide Student-Athletes/Coaches/Athletic Trainers with these Personal Protective Equipment items
- Coaches will encourage all student-athletes to wash their hands before, during and after practice and to shower at home before and after practice
- Student-Athletes should wear appropriate workout attire
- Student-Athletes, Coaches and Staff Members should leave area following the workout or practice
- Student-Athletes will avoid sharing of food, drinks, water bottles, towels and medical supplies

Equipment: (Examples) : (Here's a specific example for football)

- Football Helmets - Student-Athletes should have their own helmets to be kept in their football bag
- Football Equipment - Student-Athletes should use their own equipment (i.e. shoulder pads, girdle)
- Footballs - Coaches should sanitize footballs before, during and after each practice
- Sport Specific Equipment (i.e. tacking dummies, sleds) - daily cleaning recommended
- Student-Athletes are encouraged to buy their own sport specific gloves

Workout/Practice Structure: (Here's a sport specific example for football)

Student-athletes should arrive no more than 15 minutes before the start time. There will be no locker room use at this time.

Low Risk Level - Drills that can be done during low risk level to reduce exposure with social distancing or individually with no sharing of equipment or ability to clean the equipment between competitors.

The focus here should be getting back to normal football while still maintaining social distancing while performing individual skill drills such as stance, footwork, 1st step, ball handling with own ball. Football conditioning, non-contact with other student-athletes, no football exchanges or use of shared equipment. Sanitation guidelines must be followed to maintain consistent cleanliness for all.

Moderate Risk Level - Drills that can be done during the moderate level to reduce exposure, which involve close sustained contact, with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants, intermittent close contact during group drills and sports that use equipment that can be cleaned between participants.

High Risk Level - Drills that can be done during the high risk level to reduce exposure, which involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Virtual - Chalk Talk, Film Review and Team Meetings

Communication - Various modes of communication to student athletes, parents/community regarding what PPE guidelines are in place for implementation, BPS District Head Coaches/Assistant Coaches meetings virtually

Transportation - BPS District Guidelines for travelling to and fro sporting contest

All NFHS, NYSPHSAA and Section VI guidelines are applicable

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