



# **Chautauqua Lake Central School District**

## **Reopening Plan**

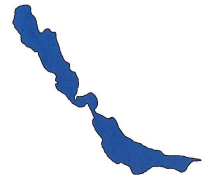
**Elementary School Grades PK-6  
Secondary School Grades 7-12**

**July 31, 2020**

\*Draft plan pending New York State Education Department & New York State Department of Health approval.

Dear Chautauqua Lake School Community:

It is with great excitement and cautious optimism that we share our 2020 Chautauqua Lake Reopening Plan. The health and safety of our students and staff was the Chautauqua Lake (CL) Reopening Committee's and our CL Leadership Team's primary focus throughout the planning process. We worked collaboratively and resiliently to develop creative and safe solutions while maintaining educational equity and addressing students' social and emotional needs. The plan is intended to align with the applicable New York State Education Department (NYSED), New York State (NYS) Department of Health (DOH), and Federal Center for Disease Control (CDC) guidelines to produce the best possible and safest instructional environment we can with the tools and resources that we have available. Student, parent, teacher and administrative feedback from this past spring and early summer helped shape our reopening plans. It has truly been a team effort with contributions coming from all factions of our professional learning community. We are grateful to everyone that has worked tirelessly to put this plan together, and we enthusiastically are looking forward to the start of the school year.



Our CL Reopening Committee and Leadership Team believe that a measured, strategic, and flexible approach is our most responsible way forward. The Chautauqua Lake Reopening Plan features four different learning models: full in-person, hybrid(s), remote, and self-selected remote learning. We are proud to state that as it stands right now, we tentatively plan on **starting the school year with a full in-person model** that follows social distancing and other required student and staff safety guidelines. We recognize that some families would prefer to keep their student(s) home, even with the school being able to accommodate in-person student attendance. For this reason, students may take advantage of a **live remote learning option**. We will provide a survey form to parents to indicate this selection. Please feel free to contact our building principals for additional details on the live remote learning opportunity. The COVID-19 pandemic and the corresponding school district reopening requirements are dynamic, so we will be prepared to potentially start in a different model or perhaps even use a combination of models. We know that New York State will continuously monitor the situation and provide updated guidance, policies, and regulatory changes as this fluid situation requires.

Embedded in the reopening plan are a host of new preventive measures and procedures that **will require all of us to work together**. We are fortunate to have a more modern school building with larger classroom spaces. Using a square footage calculator provided by the NYSED, most of our rooms could potentially hold 20 or more students. We completed additional physical measurements and a schematic review for our classrooms. While we could potentially accommodate 20 students, we will use around 15 or less as our typical standard, out of an abundance of caution. In regards to our air filtration system, we have upgraded from MERV-8 filters to MERV-13 filters. MERV ratings are determined by a filter's effectiveness at

filtering particles of different sizes. The investment in **MERV-13 filters** is based on the guidance that this will improve our overall building air quality, and MERV-13 is recommended in decreasing the spread of viruses and bacteria growth. We will also be putting up **clear polycarbonate shield partitions** in locations like our school offices, cafeteria, and the library as precautionary measures.

To meet the health screening requirements, our students will have to be temperature checked at home. Parents will also have to acknowledge that their student(s) have no COVID-19 symptoms via a real-time app (Frontline) or other applicable communication channels. The health screening and temperature check must be completed before we can pick up students, or before they are dropped off at school. Although not required, we will have a **second round of temperature checks using thermal screening devices** for all students and staff upon arrival at school. Following NYSED and DOH guidelines, students will have to wear face coverings on the bus and throughout the school day except when they are in class, lunch, or other activities when they are safely socially distanced from classmates and teachers.

New for this school year, **all of our students K-12 will be provided their own 1:1 computer device** on the first day of school. We want to make sure our students get comfortable with their devices with teacher support, specifically if we are required to transition to a remote or hybrid model. If students do not have internet access at home, we will be working with families to explore and identify alternative options. These steps will help ensure educational equity among our students.

The CL Leadership Team would like to extend our sincerest gratitude to all of our Reopening Committee members and our professional learning community for their valuable contributions that shaped our reopening plan. Please acknowledge and feel free to reach out with questions to any of the Reopening Committee members. In closing, as our knowledge of COVID-19 continues to evolve and revised guidelines and requirements are put forth our plan will be updated accordingly. We will work to inform our parents, students, and other members of our professional learning community with applicable updates in a timely manner. As we close in on the start of the upcoming school year we will all need to once again tap into our reserves of perseverance, flexibility, and resolve as COVID-19 continues to impact our daily lives. The return of students to our school campus will hopefully bring some degree of normalcy to all of our lives. The protocols and procedures presented in the Chautauqua Lake Reopening Plan are necessary aspects to help ensure we do everything we can to protect the health of our students and extended school community.

Respectfully,

*Dr. Joshua Liddell*  
Superintendent

***Be Safe, Be Responsible, Be Respectful  
Chautauqua Lake Strong!***

# CL Reopening Committee 2020

## Acknowledgments

### **Operations Committee Members**

Jim Morrison - Chairperson - Transportation Director  
 Patrick Quinn - Chairperson - K-12 Asst. Principal/ Buildings & Grounds Supervisor  
 Derek Svenson - Director of Technology  
 Kirstin Harris – Erie 2 BOCES Principal  
 Wendy Rosage - Maintenance Department  
 Jennifer Shearer - Cafeteria Manager  
 Jennifer Phillips – Public Relations  
 Beth Starks – Chautauqua Lake Child Care Center Executive Director  
 Kathy Siragusa –Chautauqua Lake Child Care Center Program Director

### **Student Support Committee Members**

Katrina Cummings – Chairperson - School Psychologist  
 Kristine Stroth – Chairperson - CSE Chairperson / Secondary Special Education Teacher  
 Jessica Cowan - Secondary School Counselor  
 Heather Cofer – District Parent / Elementary PTC Member  
 Michelle Holley - School Nurse  
 Jennifer McPherson - District Librarian  
 Amy Webb - Board of Education President / Parent

### **Teaching and Learning Members**

Megan Lundgren – Chairperson - Elementary Principal  
 Bryan Bongiovanni – Chairperson - Elementary Teacher  
 Rachel Curtin - Secondary Principal  
 Heidi Martin - District Clerk / Superintendent's Secretary  
 Jackson Janicki & Hailey Roush – Secondary School Students  
 Jason Richardson - Secondary School Counselor  
 Brian Binkley - Secondary Teacher  
 Craig Hindman - Secondary Teacher  
 Mike Rohlin - Secondary Teacher  
 Kimberly Siebert - Elementary Teacher  
 Kimberly Mages -Elementary Teacher  
 Stephanie Janicki - Parent / Secondary Teacher  
 Lisa Stonefoot - Erie2 BOCES Staff Development Specialist

### **Wellness Committee Members**

Catherine Rivera – Chairperson - K-12 School Counselor  
 Bill Persons – Chairperson - Secondary Teacher  
 Kara Smith - Elementary School Counselor  
 Dr. Robert Berke – School Physician  
 Cole Gleason - Elementary Physical Education Teacher & Coach  
 Dennie Stahlsmith - District Registrar  
 Terry Smith - School Nurse  
 Mary Lee Talbot – Former Board of Education Member and Community Member

# Message from the Principals

Dear Chautauqua Lake School Community,

First and foremost we hope this letter finds you and your family in good health. This unprecedented period of time created by Covid-19 is like no other we've faced in our lifetimes. Our commitment to the safety, emotional well-being, and academic growth of all of our students has been at the heart of our reopening planning.

It is perfectly understandable to feel both anxious and excited about the reopening of schools. The actions, arrangements, and precautions that will keep us together, and learning in a safe environment are found within the details of this plan. Some of the details are specific to the elementary school, some to the secondary school. We have worked together to be consistent and uniform so that families can feel the stability that comes from a cohesive routine. As the plans for the future of Chautauqua Lake continue to unfold, we are ready and able to tackle any new situation and continue on our path toward success.

It is our desire to make this educational experience as seamless as possible and reduce any stress created by the pandemic. If you have any questions or concerns that haven't been answered by the current guidance that the district has put out, or if you have an idea to share, please email or call our offices. We are here to help.

We hope that the summer days ahead bring each of you continued health, time for relaxation and opportunities to make memories with your friends and family. September and the start of our new year together will be here before we know it!

Megan Lundgren

*Megan Lundgren*

Elementary Principal

Rachel Curtin

*Rachel Curtin*

Secondary Principal

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# WHO TO CONTACT

IMPORTANT CONTACT INFORMATION	
For questions about...	Contact information
A course, assignment or resource	The teacher of the course 753-5841 (elementary office) 753-5882 (secondary office)
A technology-related problem or question	Technology Help Desk Line for Teachers and Students: 753-5860. General questions about technology systems: <a href="mailto:dsvenson@clake.org">dsvenson@clake.org</a>
Social-emotional or Personal, Behavioral Concerns	Kara Smith: Elementary School Counselor/DASA Coordinator Elementary, 753-5846, <a href="mailto:ksmith@clake.org">ksmith@clake.org</a> Catherine Rivera: K-12 School Counselor, 753-5847, <a href="mailto:crivera@clake.org">crivera@clake.org</a> Jessica Cowan: 7/9/11 grade counselor, 753-5887, <a href="mailto:jcowan@clake.org">jcowan@clake.org</a> Jason Richardson: 8/10/12 grade counselor, 753-5887; <a href="mailto:jrichardson@clake.org">jrichardson@clake.org</a> Katrina Cummings: K-12 School Psychologist/504 Coordinator/DASA Coordinator Secondary, <a href="mailto:kcummings@clake.org">kcummings@clake.org</a> Catherine Rivera: McKinney Vento Liaison, <a href="mailto:crivera@clake.org">crivera@clake.org</a>
Free/Reduced Breakfast & Lunch	Jennifer Shearer: Cafeteria Manager, 753-5824, <a href="mailto:jshearer@clake.org">jshearer@clake.org</a>
Transportation	Jim Morrison: Transportation Director, 753-5901, <a href="mailto:jmorrison@clake.org">jmorrison@clake.org</a>
Health Concerns	School Nurses: Terry Smith, <a href="mailto:tsmith@clake.org">tsmith@clake.org</a> Michelle Holley, <a href="mailto:mholley@clake.org">mholley@clake.org</a> 753-5819
Academic concern	Classroom Teacher----->School Counselor----->Building Principal
Special Education or 504 plan questions	Classroom Teacher-----> CSE Chairperson----->Director of Special Education, Megan Lundgren, 753-5877 Pre-Kindergarten and Elementary Chairperson: Kimberly Siebert, <a href="mailto:ksiebert@clake.org">ksiebert@clake.org</a> / Secondary Chairperson: Kristine Stroth, <a href="mailto:kstroth@clake.org">kstroth@clake.org</a> 504 Chairperson: Katrina Cummings, <a href="mailto:kcummings@clake.org">kcummings@clake.org</a>
Building Principals	Megan Lundgren, Elementary, 753-5841, <a href="mailto:mlundgren@clake.org">mlundgren@clake.org</a> Rachel Curtin, Secondary, 753-5882, <a href="mailto:rcurtin@clake.org">rcurtin@clake.org</a>



# COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

**Lead:** Dr. Josh Liddell, Superintendent [jliddell@clake.org](mailto:jliddell@clake.org)

**Primary Supports:** Heidi Martin Superintendent Secretary/District Clerk, IT Support Team and Technicians, Building Principals

**CLCS Reopening Committee Group:** Teaching and Learning

## Reopening Committee Process

Collaboration among various stakeholders has undoubtedly strengthened discussions around Chautauqua Lake's Reopening Plan. The Reopening Committee members outlined on page 4 of this document engaged in multiple meetings throughout the summer to brainstorm how to safely and effectively plan for the reopening of school. The four key focus areas were Operations, Teaching and Learning, Student Support and Wellness. Committee members within these focus areas included board members, administrators, faculty, staff, students, nurses, parents/legal guardians of students, local health departments, local health care providers, union members, and community members. While the collective work of this group represents a variety of perspectives, **equity**, **access**, **safety**, and **communication** were at the heart of all decisions.

During the development of our reopening plan, Chautauqua Lake has utilized various communication tools to gather important feedback and to keep families and the larger community engaged. Communication was further supported by social media, various parent surveys, and community outreach via stakeholder groups. We will continue to work together with families and the community to foster and build relationships to sustain our collaborative reopening efforts. We will do this through clear communication of reopening protocols and procedures, including training (via digital & hard-copy materials), appropriate signage, and other consistent mechanisms to keep our stakeholders informed. Instruction for all students regarding COVID-19 protocols, including proper hand hygiene, use of face coverings, social distancing requirements, and respiratory hygiene, will be done frequently in every classroom. Signage aligned to CDC and DOH guidance will be posted in every classroom, bathroom, hallways, and office areas.



Considering the frequency with which updates occur surrounding the COVID-19 pandemic, the District Superintendent and administration will engage in weekly updates to families and community members throughout the school year. These frequent updates will be posted on our Website, social media account, Class Dojo (PreK-6), Remind App (7-12), and through our school messaging system. We encourage community members and parents to like our Facebook page, sign up for our messaging systems, and update contact information with our main offices.

<https://www.clake.org/District>



## HEALTH AND SAFETY

**Lead:** Michelle Holley RN, School Nurse - [mholley@clake.org](mailto:mholley@clake.org)

**COVID-19 Safety Coordinator:** Dr. Joshua Liddell, District Superintendent

**Primary Supports:** Terry Smith RN, Dr. Robert Berke, School Medical Director and Chautauqua County DOH Representative

**CLCS Reopening Committee Group:** Wellness

As previously stated, the health and safety of our Chautauqua Lake students and staff is our main priority. The following procedures and practices outline the recommended guidelines for students and staff to return to school.

### Symptoms of COVID-19

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Staff will be continually updated on any CDC DOH updated signs and symptoms of COVID-19.

The following are the current signs and symptoms of COVID-19 from the CDC:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. The CDC will continue to update this list as they learn more about COVID-19.

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) These symptoms will be communicated to parents, students, and staff via traditional mail, email, telephone calls, texting, social media, and website postings.

### **Health & Safety Communications**

The district will instruct parents/guardians via traditional mail, email, telephone calls, texting, social media, and website postings to observe for signs and symptoms of illness in their child that require them to stay home from school. The district will not permit a student to attend school if he/she has a temperature over 100.0 F, or any signs of illness.

### **Health & Safety Room Assignments**

The district will have two rooms available for school health personnel. One room will be utilized for healthy students to obtain medications, nursing treatments, and basic first aid. The second room will be for isolating ill persons. Students or staff with a temperature, signs of illness, and/or a positive response to the health questionnaire will be sent directly to a dedicated isolation room where students are supervised, prior to being picked up by a parent/guardian. The assessed ill student or staff member will be sent home and instructed to follow up with their healthcare provider. Parents/guardians will be given resources on COVID-19 testing. The district will instruct staff and students to stay home if they feel ill or have a temperature over 100.0 F, and to follow return to school instructions from their healthcare provider.

### **Positive COVID-19 Test Procedures**

In the case of illness related to COVID-19 symptoms, parents must contact the school office AND the school nurse as soon as possible upon notification.

- School Nurse: (716) 753-5819

The district will contact the local DOH if there is a confirmed case of COVID-19 in the school and will follow their guidelines. The Health Office, in consultation with the local health department and the school medical director, will establish the requirements for determining when students or staff, who screened positive for COVID-19 symptoms can return to the in-person learning environment. The school will request documentation from a health care provider, such as:

- Written evaluation that shows negative COVID-19 testing and symptom resolution.
- If COVID-19 positive - Doctor's release to return to school.

If a student or staff member is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school:

- Once there is no fever, without the use of fever-reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.

If a student or staff member is diagnosed with COVID-19 by a healthcare provider based on a test, or has symptoms and is waiting for test results, they must not be at school and shall stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least 72 hours since the individual has had a fever (without using fever-reducing medicine); and
- It has been at least 72 hours since the individual's symptoms improved, including cough and shortness of breath.

### **Cleaning and Disinfecting**

The district will follow the CDC guidelines on [“Cleaning and Disinfecting Your Facility”](#) and NYS DOH guidelines if someone is suspected or confirmed to have COVID-19. These cleaning and disinfecting procedures which include:

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
- Cleaning with soap and water
- Practice routine cleaning of frequently touched surfaces
- Recommend use of EPA-registered household disinfectant
- Follow the instructions on the label to ensure safe and effective use of the product.
  - Many products recommend:
    - Keeping surface wet for a period of time (see product label).
    - Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
- Recommend use of EPA-registered household disinfectant

Spaces frequently used by students will be disinfected frequently throughout the school day. All classroom spaces will also be thoroughly cleaned every evening.

### **Hand and Respiratory Hygiene**

The district will instruct staff and students on the correct hand and respiratory hygiene. The following information from the CDC will be communicated to staff and students:

- [Wash your hands](#) often with soap and water for at least 20 seconds, especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- It's especially important to wash:
  - Before eating or preparing food
  - Before touching your face

- After using the restroom
- After leaving a public place
- After blowing your nose, coughing, or sneezing
- After handling your cloth face covering
- After changing a diaper
- After caring for someone sick
- After touching animals or pets
- If soap and water are not readily available and hands are not visibly dirty, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

#### Cover coughs and sneezes

- Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
- Throw used tissues in the trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available and hands are not visibly dirty, clean your hands with a hand sanitizer that contains at least 60% alcohol.

#### Face Coverings

The district will require all employees, visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained. There will be signage at the entrances of the building and throughout the building. The building principals will work with the teachers to schedule mask breaks for students throughout the day. The district will obtain and maintain an adequate supply of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals. For students riding the school bus who do not have a mask, drivers will have a supply of extra masks for students.

The following information will be communicated to staff and students:

- Cover your mouth and nose with a cloth face cover when around others:
  - You could spread COVID-19 to others even if you do not feel sick.
  - The cloth face cover is meant to protect other people in case you are infected.
  - Everyone should wear a [cloth face cover](#) in public settings and when around people who don't live in your household, especially when other [social distancing](#) measures are difficult to maintain.
    - Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.

- Do NOT use a facemask meant for a healthcare worker. Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.
- Continue to keep a minimum of 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

### **Social Distancing**

The district will ensure all persons in school buildings keep social distance of at least 6 feet apart whenever possible. Staff and students will be educated on the need to maintain 6 feet social distance. There will be signage throughout the building about this and markers in the cafeteria, entrances, hallways, classrooms, restrooms, offices, auditorium, and other areas where a line may form. A video will be made to show the traffic flow through the hallways for students and staff.

### **High-Risk Students and Staff**

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

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
  - serious heart conditions
  - immunocompromised
  - severe obesity (body mass index [BMI] of 30 or higher)
  - diabetes
  - chronic kidney disease undergoing dialysis
  - liver disease
  - sickle cell anemia
  - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

The Health Office will work with parents/guardians and their healthcare providers so an informed decision can be made on how to best meet the child's needs at school while protecting their health and safety. There will be planning and coordination with the school nurses, special education personnel, pupil services, and administration to address the parent and student concerns. Alternate plans (that follow NYSED and NYS DOH guidelines) will be created in consultation with the school nurses on how to meet the needs of the child and staff.

Staff members that fit into one or more of the high risk categories can talk to their principal or supervisors about their concern and will need a note from their healthcare provider. Each situation will be handled individually in regards to potential accommodations.

### **Health Screenings**

The district has a plan for daily temperature and health screenings of all students and staff and visitors. Screening for all students and staff or pre-approved visitors, contractors, and vendors, will be completed using a questionnaire that determines whether the individual has any of the previously listed symptoms and the following questions:

- a) Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID -19 or who has or had symptoms of COVID-19;
- b) Tested positive through a diagnostic test for COVID-19 in the past 14 days;
- c) Has experienced any symptoms of COVID-19, including a temperature of greater than 100.0 F, in the past 14 days; and/or
- d) Has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

The district will instruct parents/guardians in screening procedures for students at home. Students and staff will be instructed to directly notify the school when they develop symptoms or if their answers to the online questionnaire change during or outside school hours. The district will require staff and students to complete the health screening prior to arrival at school. The district will provide forehead thermometer strips for use at home to any staff member or parent that requests them.

Chautauqua Lake Central School is adding a new system called Frontline Student Health Record module. This online (web-based and app interface) system will allow online COVID-19 health screening to take place before staff and students report to school in the morning. The Frontline Student Health Record system is HIPAA and FERPA compliant, and is BOCES 2D Education Law compliant. This will provide real-time data for administrators and school nurses via the administrative view of the system to know who has completed the screening. Additional access to medical information will be limited to those who must have it. Access to these reports will be limited to only staff who need this data in the morning. Here is the procedure for the usage of the system:

- Teachers and Staff - CLCS employees will be provided information and training on how to log into the website or downloadable Frontline app and use the form to report their health statistics before entering the school building. The questions will be based on the current CDC guidelines. The login accounts will be linked to existing accounts the teachers are already using for the substitute system which has been in use for years at the district.

- Parents and Students - Parents will log into the website or app for each student in their home and report health stats every morning prior to the student getting on the bus. Each parent will be provided a self-registration sheet and directions to set up an account for each student in the Frontline system. The district will also be able to assist families with account set-up when requested.

\*Alternative screening procedures will be made available for families who have limited or no access to the Internet. Those families will be given a hard-copy questionnaire to complete prior to the student being permitted to enter the school.

In addition to pre-screening requirements for staff and students prior to arrival at the school building, the district will provide temperature scanning using a thermal camera system that will scan a person's temperature in seconds and verify it is under the 100.0 F degree mark as allowed per CDC guidelines. This station will be monitored by a staff member. If someone's temperature is above the allowed temperature, the system will warn the person and indicate they need further evaluation. The student or staff who reports a high temperature from the screening system will be evaluated by one of the school nurses in the Isolation Room. Family members in attendance at school will also be evaluated by the health office for signs or symptoms of COVID-19.

If a student shows signs or symptoms during the school day, a parent, or parental designee must pick up ill students as soon as possible. Ill students will not be permitted to ride the regular school bus with other students. Parents will be notified to wait in the parking lot in designated parking spaces. School staff and the ill student will follow mandatory requirements for PPE and maintain distance as they walk to the car. The district will limit visitors and guests to the school. All visitors, guests, contractors, and vendors will complete a pre-screening prior to entering any school facility.

The district will also provide a daily checklist for school personnel to inspect their area and ensure they have sufficient supplies for each day (e.g., face coverings, tissues, hand hygiene supplies, cleaning supplies, etc.)

**Containment:** Protocols/Procedures for how CLCS will respond to positive or presumed-positive cases, as well as preventative practices.

- Persons who have tested positive must complete isolation and must affirm through coordination with the Chautauqua County Health Department and medical provider that he/she has completed their isolation period, has fully recovered, and will not transmit COVID-19 when returning to the campus.
- Persons who were exposed to the COVID-19 virus, must complete quarantine and must affirm through coordination with the Chautauqua County Health Department and medical provider that he/she has completed their quarantine period, has fully recovered, and will not transmit COVID-19 when returning to the campus.

**Contact Tracing:** We will provide data at the request of the Department of Health regarding the location(s) of where a COVID-19 infected person was in the District on days in question, so that the Department of Health may notify those who may have been exposed to that person as part of its contact tracing efforts.

We have consulted with the Chautauqua County Department of Health, Emergency Preparedness Coordinator to ensure local hospital capacity is adequate.

If you have any health-related questions, please contact our school nurses, Michelle Holley (mholley@clake.org) or Terry Smith ([tsmith@clake.org](mailto:tsmith@clake.org)) or call 716-753-5819.

## Health Screening: Everything you need to know to start your day

The health and safety of our Chautauqua Lake students and staff is our priority. The following procedures and practices outline the daily expectations for students and staff as they prepare to come to school.



The district will require all employees, visitors, and students to wear a cloth face-covering on the bus, in the hallways, and when social distancing cannot be maintained. In the case of illness related to COVID-19 symptoms, parents must contact the school office AND the school nurse as soon as possible upon notification. School Nurse: (716) 753-5819. The district will contact the local DOH if there is a confirmed case of COVID-19 in the school and will follow their guidelines. The maintenance/cleaners will follow the CDC guidelines on "Cleaning and Disinfecting Your Facility" and NYS DOH guidelines if someone is suspected or confirmed to have COVID-19.



*Be Safe  
Be Responsible  
Be Respectful*





## FACILITIES

**Lead:** Patrick Quinn, Building and Grounds Supervisor - [pquinn@clake.org](mailto:pquinn@clake.org)

**Primary Supports:** Building Principals, David Bigelow (Building Maintenance Mechanic), Kathy Siragusa (CLCCC), Kirstin Harris (BOCES Supervisor)

**CLCS Reopening Committee Group:** Operations

### Physical Building Spaces

The physical spaces that will be occupied by students and staff are configured to meet the guidelines for social distancing, including markings to indicate 6' social distancing. Hallway markings and staff will direct one-way traffic patterns wherever possible. Signage at entrances and throughout buildings will be used to inform and remind occupants of proper hygiene recommendations. All gathering rugs and unnecessary furniture have been removed from the facility. The removal of excess furniture creates additional space for the social distancing of students and staff. The district will install polycarbonate shield partitions for forward-facing high contact positions (i.e. main office secretaries). We will install polycarbonate shield partitions for student separation in some spaces where a minimum of 6ft. social distancing may not be possible. The polycarbonate shield partitions are in compliance with 2020 BCNYS Section 2606. The district will provide hand sanitizer (60% alcohol or greater) in all classrooms as well as common areas. Grade levels pre-K-5 in the primary building are all equipped with sinks for handwashing. Additionally, grades pre-K-3 all have full bathrooms. Any new building construction will be submitted to OFP for full code review.

CLCS will have procedures in place and instruct students on how to wash/sanitize their hands.

- Students will be given the opportunity to wash/sanitize their hands throughout the day, and before and after meals.
- Hand washing stations/hand sanitizer will be available throughout the school, and inside and outside both cafeterias.
- Posters and videos will be hung/viewed on TV's in both cafeterias and will continually show the proper process and importance of washing hands, sanitizing, wearing a mask, social distancing, and NOT sharing food or beverages

### Disinfecting Process and Procedures

All areas will also be disinfected and sanitized throughout the day at regularly scheduled intervals to help protect against the spread of the coronavirus. Our school district will follow the guidance provided by the state for the cleaning and disinfecting of the facility. All

playgrounds and courtyards will be cleaned and disinfected twice daily. All high touch surfaces are routinely disinfected throughout the day.

### **Additional Classroom Spaces**

At this time, the district is not planning on any additional construction or use of tents, or any expansion or change to the facility that would impact the fire and safety compliance. No changes or modifications are being made that would require review by the Offices of Facility Planning (OFP).

### **Fire Doors, Emergency Drills and Other**

- The district utilizes automatic door holders in the building that are controlled by the fire alarm system. The function, position, and operation of the doors will not be changed.
- All emergency drills will be conducted per the guidelines to meet the current requirements from state, local, and SED. Social distancing requirements will be implemented for all drills.
- The district will continue to meet the recommended guidelines for all inspections. The district will meet the deadlines for the Building Condition Survey and the Visual Inspections. This includes lead in water testing as required by NYS DOH regulation 67-4.
- All existing and new Alcohol-based Hand-Rub Dispensers installed in the facility are in accordance with FCNYS 2020 Section 5705.5. Hand sanitizer is provided by BOCES and EMS, and is in compliance with state guidelines.
- The district will be using MERV 13 filters in place of the current industry standard of MERV 8 to address our HVAC needs and meet the current guidelines. The school's HVAC system will provide adequate code required ventilation as designed. The replacement process is currently underway.

If you have any questions about our building and grounds, please contact our Building and Grounds Supervisor, Patrick Quinn at [pquinn@clake.org](mailto:pquinn@clake.org) or 716-753-5825.



# CHILD NUTRITION

**Lead:** Jennifer Shearer, Cafeteria Manager - [jshearer@clake.org](mailto:jshearer@clake.org)

**Primary Supports:** Building Principals, Buildings & Grounds Dept.

**CLCS Reopening Committee Group:** Operations

## Access to School Meals

All students enrolled at CLCS will have access to school meals each school day, whether they are attending in person or learning remotely.

- Students attending in person:
  - Breakfast will be available to be picked up at Grab-n-Go stations and taken to their classroom/first period class.
  - Lunches will be:
    - Delivered to their classroom (using a pre-order system), OR
    - Picked up in the cafeteria and eaten in one of several available eating areas, which may include the cafeterias or gymnasiums.
    - Seating arrangements in these areas will allow for 6 feet of social distancing or the use of approved barriers.
    - Seating arrangements will also be adapted to accommodate students with food allergies.
- For students who are participating in self-selected remote learning during an in-person instruction time:
  - We will have meals available for pick-up daily.
- During hybrid instruction:
  - Students will be offered meals to be taken home on the day they are attending in person, to be eaten on the days they are learning remotely.
- During complete remote instruction:
  - Meals will be available to students that will be delivered by the school to their homes.

## Communication for School Lunch Program

CLCS will communicate with families by multiple means. Including:

- Facebook - Newsfeed posts on CLCS page
- Chautauqua Lake Website - News Articles and Alerts
- School Messenger - Phone calls to parents, text messaging, emails
- Informational mailings

These communications will include:

- Answers to Frequently Asked Questions
- Free & Reduced Meal Application

- Explanation of meal availability and cost to parents during full, hybrid or remote instruction times

### **Child Nutrition Program**

CLCS will continue to ensure compliance with the Child Nutrition Program. Our cafeteria manager will be onsite, adhering to all regulations and planning menus that meet the SBP and NSLP meal pattern requirements.

### **Food Allergies**

CLCS will continue to protect students with food allergies when providing meals outside of the cafeteria.

- Students will be socially distanced.
- All students will wash their hands thoroughly before and after meals.
- Food packaging will be immediately disposed of and desks/tables will be sanitized.
- Care will be taken in packaging their meal so that there is no cross-contamination.

### **School Lunch Payment Options**

CLCS will utilize our POS and pre-pay meal accounts. We will be using the same point of sale system and meal accounts as in the past. You may check your student's account balance and purchase history at [MySchoolBucks.Com](http://MySchoolBucks.Com). Accounts are free to set up and use. If you do not already have an account, please register. You will need your child's Student ID Number, please contact the school office/cafeteria if you do not know it. Payments to accounts may be made:

- Online at [www.myschoolbucks.com](http://www.myschoolbucks.com) by credit card. There is a fee of \$2.49 for credit card transactions from a third party processor.
- Checks may be sent by mail to the school. Please include the students name and ID number on the check.
- Checks/cash may be brought/delivered to school. All payments brought/delivered to school need to be placed in a sealed envelope with the student's name, grade and student ID number clearly printed on it and given to their class/homeroom teacher.
- Absolutely NO payments will be accepted by the Cashier during meal service.

### **School Cafeteria Health and Safety**

CLCS will require students to social distance while in the cafeteria and wear a face mask at all times unless they are seated at a table with a physical barrier in place.

- Students in Pre-k thru 2nd grades will eat in their classrooms, where their desks/tables will be socially distanced.
- Students in grades 3 thru 6 will eat in the cafeteria.
- Students in grades 7 thru 12 will eat in the cafeteria or other designated eating areas.
- Tables in all eating areas will be socially distanced and be limited to the acceptable number of students/have plastic dividers/barriers installed.

- Please understand that these plans may change at any time.

CLCS will address all health and safety guidelines. We have always practiced exceptional cleaning and sanitizing protocols, our staff has been trained by the Chautauqua County Department of Health and will continue to learn and practice any new protocols the DOH/CDC recommends.

- Frequent hand washing/sanitizing and wearing gloves has always been required, and wearing a face mask will now also be required at all times.
- Plastic barriers will be installed on the serving lines and next to cashiers to reduce contact between staff and students.
- Food, including entrees, fruits/vegetables, and condiments will be individually packaged or wrapped.
- Food will be put on trays by servers and handed to students at the register area.
- No bulk food, family-style serving, or self-serving will be allowed.
- Utensils, napkins and straws will be individually wrapped and handed out with meals.
- No sharing of food will be allowed.

CLCS will have procedures in place and instruct students on how to wash/sanitize their hands.

- Students will be given the opportunity to wash/sanitize their hands before and after meals.
- Hand washing stations/hand sanitizer will be available throughout the school, and inside and outside both cafeterias.
- Posters and videos will be hung/viewed on TVs in both cafeterias. They will continually show the proper process and importance of washing hands, sanitizing, wearing a mask, social distancing, and NOT sharing food or beverages.

CLCS will have procedures in place to clean and sanitize all eating areas after use. Time will be scheduled after each group for sanitation of the eating areas. All tables, chairs, and touchpoints will be cleaned and sanitized by one of our aides/maintenance staff. Staff will adhere to their training in sanitization, and will follow the proper technique and use of appropriate cleaning agents before another group will be allowed to enter the area.

Our staff is working diligently to prepare for a safe and healthy meal experience. We are guided and will follow recommendations by the USDA, NYS Child Nutrition Program, DOH, CDC, and SED.

If you have any questions about our cafeteria/food services, please contact our Cafeteria Manager, Jennifer Shearer, at [jshearer@clake.org](mailto:jshearer@clake.org) or 716-753-5824.



# TRANSPORTATION

**Lead:** Jim Morrison, Transportation Director - [jmorrison@clake.org](mailto:jmorrison@clake.org)

**Primary Supports:** Building Principals and Lisa Gruber, Transportation Secretary

**CLCS Reopening Committee Group:** Operations

## Resuming Transportation Operations

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) will be applied to the school bus as well.

## Bus Cleaning & Disinfecting

- Cleaning removes germs, dirt, and impurities from surfaces or objects.
- Disinfecting uses chemicals to kill germs on surfaces or objects.
- Sanitizing is a form of cleaning or disinfecting that lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements.

Using this information and following the most current guidance we have available; the following actions will be taken by the employees of CLCS:

- After each bus run, drivers and bus aides will clean all surfaces that were touched in the bus. This includes, but is not limited to: seats, floors, steps, handrails, windows, and driver compartment.
- After cleaning, the interior will be sprayed with an EPA (Environmental Protection Agency) and CDC approved disinfectant. The bus drivers will ensure that the product is applied correctly and that the proper dwell time (the time it takes for the disinfectant to work) is observed before proceeding to the next step.
- After the dwell time, the driver and or bus attendant will go back on the bus and ensure that surfaces are not sticky, and windows are not foggy. Windows and surfaces will be cleaned again as needed.

## Bus Driver & Attendant Health & Safety Guidelines / Bus Capacity

The CDC recommends limiting close contact with others by maintaining a distance of at least 6 feet, when possible. CLCS will implement the following guidelines to achieve 6 feet distance: No students will sit in the seat directly behind the driver.

- School bus drivers, monitors, and attendants will follow Chautauqua Lake School

procedures for health screenings prior to arriving to work.

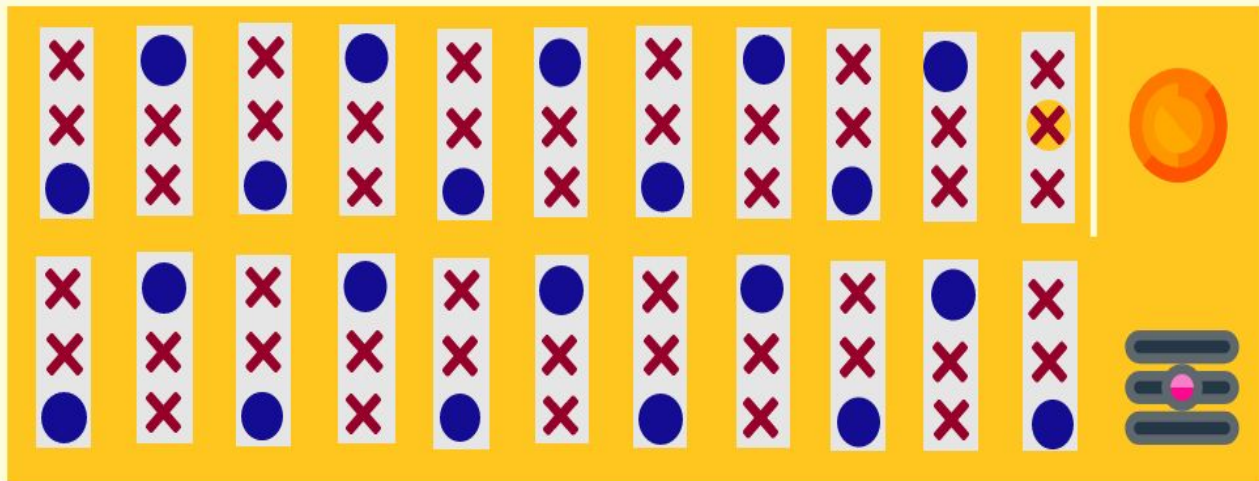
- All students will be required to wear a face mask on the bus at all times.
- All students will have assigned seats for contact tracing purposes.
- Social Distancing of 6 ft. from others will be observed whenever possible.
- If, because of medical reasons, a student is unable to wear a mask on the bus, a separate bus will be sent, and a 6-foot space will be implemented between all students. This will limit capacity by 90%. For example, a 66-passenger bus will be limited to 6 students.
- Students from the same household will sit together.
- Face shields will be permitted if a student or transportation staff member wishes to use a face shield, but they must also wear a face mask with the shield.
- Bus Drivers will NOT be permitted to wear a face shield when driving.
- The parent should send the student with proper PPE, such as a face covering that is comfortable for the student to wear.
- Proper PPE (face masks and disposable gloves) will be available on each bus for all staff and students that do not have their own.
- Disposable gloves must be worn by staff anytime contact with a student is required.
- All staff and students will be instructed on proper PPE use, social distancing, and signs and symptoms of COVID-19.
- All riders shall avoid touching eyes, nose, or mouth.
- Proper hand hygiene for all transportation staff is an important infection control measure. Before and after each bus run, all drivers shall wash hands with soap and water for at least 20 seconds.
- The bus driver will only be required to wear their mask or proper face covering when a 6' distance is not maintained from others, such as when a student is boarding or disembarking the bus.
- School bus drivers, monitors, and attendants will not carry personal or school-issued hand sanitizers on the buses.
- Hand sanitizer will be provided for all staff in the transportation department in the dispatch offices, employee break room, and/or bus garage.
- The bus attendant will be required to wear a mask or proper face-covering whenever there are students on the bus.
- The district will ensure that transportation is provided to students whose Individualized Education Program (IEP) has placed them out of the district in the event those schools are conducting in-person session education.



# School Bus Seating

Students will wear masks on the school bus in assigned seats.

Members from the same household will sit together.





## **Student Health & Safety Guidelines**

- No food or drink will be allowed on the bus at any time.
- Students will have assigned seats based on when they get on or off the bus. Students will go directly to their assigned seat. Passing by other students on the bus will be limited as much as possible.
- Students disembarking the bus will do so from the front to the back, keeping 6 feet of distance whenever possible.
- School Bus arrival times to the school will be scheduled to allow students to disembark quickly so that the time on the bus is limited.
- Drop off at CLCS will be as follows:
  - Upon arrival, each bus (1 at a time) will stop at HS entrance to unload HS students, then move to Elementary entrance to unload Elementary students.
  - This will reduce any large groups from gathering, and will keep cohorts together while entering the school.
- Students will only be permitted on the bus if they are on the route sheet. The Transportation Supervisor must approve all bus changes in advance. (Understand that bus changes may not be possible during the pandemic)

## **Student Health Screenings - For ALL students planning to utilize the school bus**

- **IMPORTANT:** Prior to boarding the bus, parents will need to participate in an online COVID-19 health screening on behalf of their child. Parents will log into the website or app for each student in their home and report health stats every morning prior to the student getting on the bus. The system is called Frontline and will offer a website or smartphone app that can be downloaded from the iTunes store or Google Play store.
- Each parent will be provided a self-registration sheet and directions to set up an account for each student in the Frontline system. The district will also be able to assist families with account set-up. Parents are required to complete the online health screening in their home prior to their child being able to ride the bus to school.
- **PLEASE NOTE:** This may require parents to screen their children earlier in the morning. The screening for each student must be completed and submitted 30 minutes before a student is picked up at the bus stop or arrives at school if transported by a parent or if they drive themselves. If the screening is not received by the District prior to the school bus' arrival at the student's stop, the student will not be permitted on the bus. Students will have to follow Chautauqua Lake health screening guidelines in order to enter the school building. Parents may call the school office for help.

\*Alternative screening procedures will be made available for families who have limited or no access to the Internet. Those families will be given a hard-copy questionnaire to complete prior to the student being permitted to enter the school.

## Coming to School: Everything you need to know to start your day

The health and safety of our Chautauqua Lake students and staff is our priority. The following procedures and practices outline the daily expectations for students and staff as they prepare to come to school.



The district will ensure that all individuals, including the driver, employees, children who are able to medically tolerate a face covering, are wearing face coverings. Drivers should increase ventilation, when weather permits, within any vehicle (e.g. opening the top hatches of buses or opening windows) within the discretion of the driver or the District. Proper ventilation has shown to reduce the spread of COVID-19 per the CDC. Student attendance will be taken on every bus trip and the record will be filed with the Transportation Supervisor.



*Be Safe  
Be Responsible  
Be Respectful*

### Student Bus Ride to and from School

- The district will require that all individuals (including the bus driver, any other employee(s) and all students) on a school bus will wear face coverings while on the bus.
- Drivers should increase ventilation, when weather permits, within any vehicle (e.g. opening the top hatches of buses or opening windows) within the discretion of the driver or the District. Proper ventilation has shown to reduce the spread of COVID-19 per the CDC.
- Student attendance will be taken on every bus trip and the record will be filed with the Transportation Supervisor.

If you have any questions about our transportation services, please contact our Transportation Director, Jim Morrison at 716-753-5901.



# SOCIAL EMOTIONAL WELL-BEING

**Lead:** Katrina Cummings, School Psychologist - [kcummings@clake.org](mailto:kcummings@clake.org)

**Primary Supports:** Kara Smith - Elementary Counselor, Catherine Rivera - K-12 Counselor, Jason Richardson - Secondary Counselor, Jessica Cowan - Secondary Counselor, Karen Naeser - CCMH Social Worker, Megan Lundgren & Rachel Curtin - Building Principals

**CLCS Reopening Committee Group:** Student Support

## Social Emotional Well - Being Definition

The Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” By developing core intra- and inter-personal competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, students and adults build capacity to thrive by building a variety of protective factors. SEL is not synonymous with mental health, but it does provide a foundational set of competencies that serve as tools to navigate challenges in healthy, productive ways.

Chautauqua Lake Central School (CLCS) has developed plans and procedures for the intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies. This inclusion is critical to supporting the well-being and success of students, staff, and families. Along with physical health and well-being, we are prioritizing social emotional well-being -- not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur. All of the considerations outlined below are relevant regardless of whether the instruction is in-person, remote, or hybrid and will be adapted and/or updated based on student, staff, and family needs.

## CLCS Response Plan

CLCS has developed a Three-Tiered Response to Intervention (RtI) Model for Behavior and Social/Emotional Supports to address mental health, behavioral, and emotional support services and programs. This model is informed by our district-wide pupil services and advisory committee and our Comprehensive Developmental School Counseling program plan for PreK through 12th grade students (please see graphic on page 26).

In addition to our RtI Model for Behavior and Social/Emotional Supports, CLCS has a comprehensive Positive Behavioral Intervention Supports (PBIS) program at the Elementary and Secondary level. PBIS committees meet monthly to review progress, student needs, and

incentives to continue to build and strengthen our program. CLCS has also developed a peer mentoring program and utilizes the Sources of Strength program for sixth through twelfth grade to help build and strengthen student SEL skills. CLCS also has a dynamic building team at the Elementary and Secondary level and a district-wide Student Association that addresses any school climate, safety, or additional school and student concerns.

For SEL student instruction, CLCS school counselors provide direct weekly instruction of SEL skills using the Second Step curriculum for all students in PreK through eighth grade. We will be incorporating discussions regarding public health emergencies into lessons and instruction. For CLCS staff, the district has a professional development committee that reviews the CLCS district-wide professional development plan on a regular basis. CLCS also provides guidance and support to all staff and students during the school year through partnerships with E2CC BOCES, Prevention Works, Family Services, Tapestry, and Chautauqua County Mental Hygiene (CCMH). All staff will participate in ongoing online professional development through Safe Schools to facilitate the growth of student and staff coping, empathy, and resiliency skills. All staff also have access to the district's Employee Assistance Program (EAP) for additional emotional and social support services.

CLCS has a referral process in place for any school staff or parent to refer a student to the school counseling team or the Instructional Support Team (IST) to review and develop interventions for behavioral, emotional, and/or social concerns. Depending on the needs of the student and/or their family, the counseling team and/or IST team may link families to community-based services such as Family Services, Chautauqua County Mental Hygiene (CCMH), or Chautauqua County Children's SPOA to address mental health and significant behavioral/emotional concerns. Also, Chautauqua County Mental Hygiene (CCMH) and Family Service of the Chautauqua Region have full-time, year-round offices in our school building to provide mental health and behavioral services for children and families. In cases of significant student crisis, CLCS has a district-wide Crisis Response Team for additional intervention and support.

To help identify students at-risk or in need of additional support, CLCS conducts behavioral screenings for all students in second through twelfth grade using Panorama, and FastBridge standardized behavioral screenings in the fall and spring of each school year. Additionally, the CLCS school counselors, school psychologist, CCMH social worker, and Family Services social worker(s) meet weekly as a team to address SEL concerns and students who may need more support.

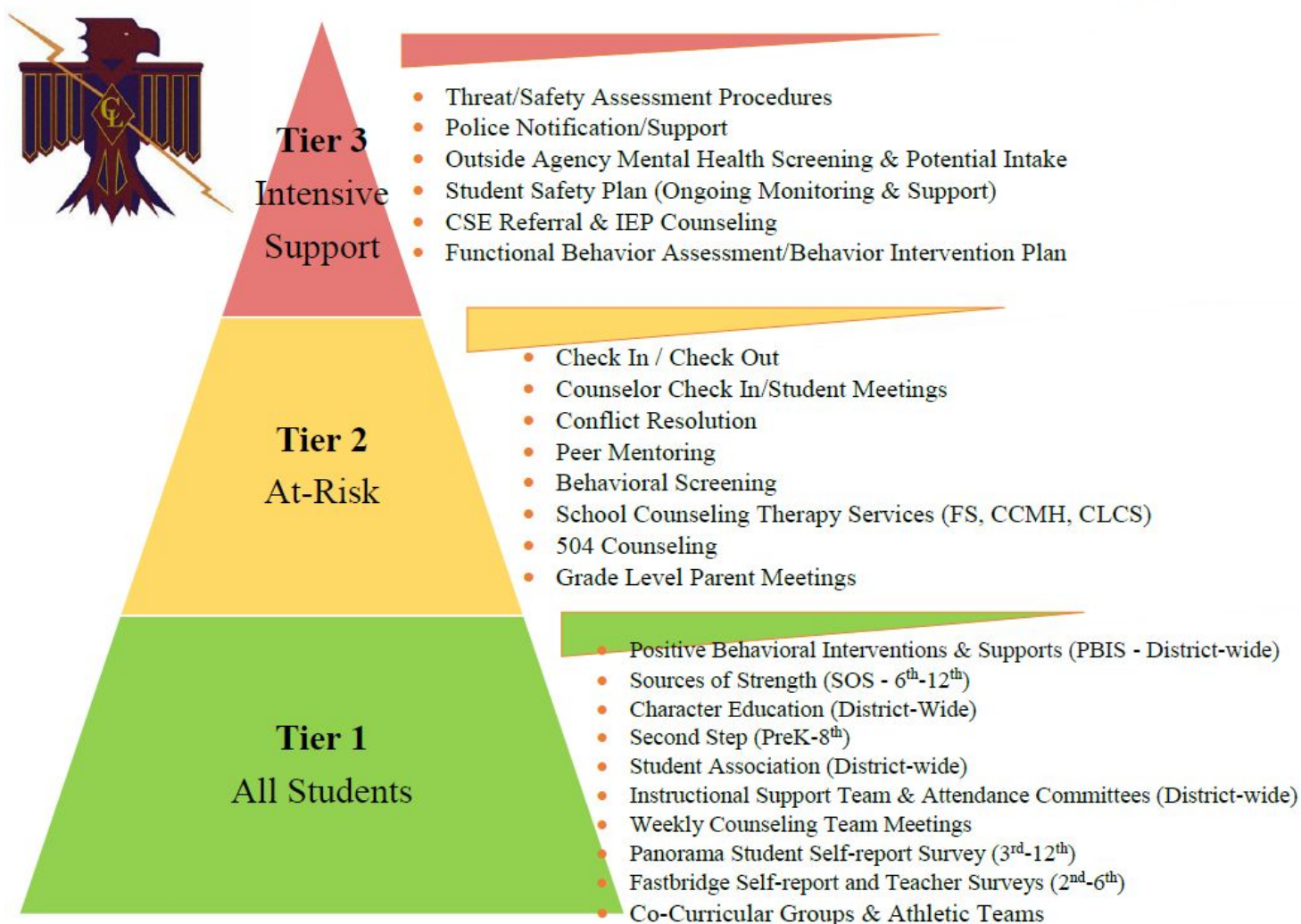
Lastly, our ongoing partnerships with Prevention Works, Tapestry, Family Services of Chautauqua County, and Chautauqua County Mental Hygiene (CCMH), in addition to CLCS school counselors and school psychologist, are available to provide ongoing supports, guidance, and information for students, families, and staff regarding the ongoing COVID-19

public health emergency and development of coping and resilience skills.

If you have any questions about our Social and Emotional Learning programs and services, please contact our School Psychologist, Katrina Cummings, at [kcummings@clake.org](mailto:kcummings@clake.org) or 716-753-5849.

## CHAUTAUQUA LAKE CENTRAL SCHOOL DISTRICT

### Three-Tiered RtI Model for Behavior and Social/Emotional Supports



Katrina Cummings  
Kara Smith  
Catherine Rivera  
Jessica Cowan  
Jason Richardson

School Psychologist  
Elementary School Counselor  
District-Wide School Counselor  
Secondary School Counselor  
Secondary School Counselor

[kcummings@clake.org](mailto:kcummings@clake.org)  
[ksmith@clake.org](mailto:ksmith@clake.org)  
[crivera@clake.org](mailto:crivera@clake.org)  
[jcowan@clake.org](mailto:jcowan@clake.org)  
[jrichardson@clake.org](mailto:jrichardson@clake.org)





## SCHOOL SCHEDULES

**Lead:** Megan Lundgren & Rachel Curtin - [mlungren@clake.org](mailto:mlungren@clake.org) & [rcurtin@clake.org](mailto:rcurtin@clake.org)

**Primary Supports:** Kara Smith, Jason Richardson, Jessica Cowan

**CLCS Reopening Committee Group:** Teaching & Learning

Our CL Reopening Committee and Leadership Team believe that a measured, strategic, and flexible approach is our most responsible way forward. The Chautauqua Lake Reopening Plan features four different learning models: full in-person, hybrid(s), remote, and self-selected remote learning. We are proud to state that as it stands right now, we tentatively plan on **starting the school year with a full in-person model** that follows social distancing and other required student and staff safety guidelines. We recognize that some families would prefer to keep their student(s) home, even with the school being able to accommodate in-person student attendance. For this reason, students may take advantage of a **live remote learning option**. We will provide a survey form to parents to indicate this selection.

To address the needs of all students, CLCS has created elementary and secondary school schedules applicable to all four possible instructional learning models (i.e. in-person, hybrid, remote, and self-selected remote learning). In-person schedules for elementary students have been kept largely consistent with past years, aside from removing activities or adding sections to accommodate social distancing requirements. In-person schedules for secondary students consist of A/B day classes, with each in 80-minute blocks.

**Hybrid schedules** for both the elementary and secondary schools would move to an A/B day schedule, with alternating in-person and off-campus learning days. Students will attend by household in order to maintain consistency for families. Secondary students would attend all classes on the in-person learning day, with each being 40 minutes. For both elementary and secondary students, the off-campus learning day will focus on independent and supplemental work that builds off of the core instruction received during the in-person day. In-person attendance for both elementary and special education students will be prioritized in the event the District must go to a hybrid learning model.

**Remote learning schedules** will vary depending on the grade level of the student. For younger students, homeroom teachers will establish consistent weekly schedules with parents to allow for daily interaction and delivery of instruction, along with any small group or

individualized supports. For intermediate students, grade level teams will coordinate to offer consistent weekly schedules that allow students to access content area instruction, as well as any small group or individualized supports. Secondary students will follow the hybrid 40-minute schedule on Navy days, and then engage in independent work and office hour sessions with teachers on Maroon days.

We will reduce in-person instruction and make decisions regarding the closing of our facility upon the guidance that we receive from the Chautauqua County Department of Health. If we are directed by the Department of Health, or other governing agency, to reduce in person capacity within the school building, the district will require essential staff to report on a rotating basis (operations around child nutrition, childcare, and instruction (i.e. maintenance, clerical, cafeteria, administration) will be required to work in the building on a rotating basis. Frequent and consistent updates regarding scheduling will be posted on our Website, social media account, Class Dojo (PreK-6), Remind App (7-12), and through our school messaging system.

Questions regarding elementary and/or secondary schedules should be directed to the appropriate main office (Elementary Office: Leslee Breen, 753-5841 or [lbreen@clake.org](mailto:lbreen@clake.org) / Secondary Office: Tracy Hammond, 753-5882 or [thammond@clake.org](mailto:thammond@clake.org)).

\*We do not provide a school-based before or after school care program.



## ATTENDANCE & CHRONIC ABSENTEEISM

**Lead:** Catherine Rivera, K-12 School Counselor - [crivera@clake.org](mailto:crivera@clake.org)

**Supports:** Katrina Cummings- School Psychologist, Jason Richardson- Secondary Counselor, Jessica Cowan- Secondary Counselor, Kara Smith- Elementary School Counselor, Shelly Walsh- Dean of Students

**CLCS Reopening Committee Group:** Student Support

Chautauqua Lake Central School is committed to ensuring the health, safety, well-being and education of our students. Chautauqua Lake Central School emphasizes the importance of student social, emotional well-being as well as student academic achievement. Chautauqua Lake is committed to providing students with equitable access to instruction. It is imperative

that students attend all instructional opportunities that are offered to promote social, emotional well-being, and academic achievement.

Chautauqua Lake Central School, by law, needs to obtain a written excuse by a parent or guardian for each case of absence. In the event that a student misses instructional time, due to illness, medical appointments, or other reasons, the parent or guardian shall call the school on the day the student will miss instructional time. In addition to a phone call, parents or guardians shall submit a note to the school with the reason for the absence. Doctors' notes shall also be submitted in the case where a student may be out for a significant amount of time.

To report a child's absence, parents are asked to call their student's school office before 7:50 AM to ensure the safety and well-being of their child.

- Pre-K – Grade 6: (716) 753-5841
- Grades 7–12: (716) 753-5881

Please include the following information when reporting your child's absence:

- student name and grade
- the date of the absence or tardiness
- **and** the specific reason for the absence or tardiness

In the case of illness related to COVID-19 symptoms, parents must contact the school office AND the school nurse as soon as possible upon notification.

- School Nurse: (716) 753-5819

Chautauqua Lake Central School will monitor attendance based on the following key areas:

### **Parent and Student Contact and Communication**

The district will make multiple attempts to ensure that accurate contact information is recorded for the 2020-2021 academic year. Strategies such as phone, text, social media, and registered mail are some forms of communication to ensure accurate contact information. Other options, such as media platforms, community partners and home visits, are alternate forms of communication.

### **Relationships with Families**

The district will engage with families to maintain a positive relationship with students, parents, staff, and stakeholders, through automated messaging and media platforms such as Class Dojo and Remind. Teachers will encourage connections amongst students using group assignments and online communication.



## Participation in Classes

The district will track participation during in-person, hybrid, and remote class settings to ensure students are actively engaged and thus not falling behind their peers. Within the first 2 weeks and throughout the school year, the district will identify students who are having attendance issues for the 2020-2021 academic year and organize outreach efforts. This will help the district identify students in need of resources and ensure the student is residing in the district. The attendance committee meets weekly at both the Elementary and Secondary levels to address concerns as well as identify students who are having attendance issues.

## Chronic Absence

The District will monitor attendance and notify parents through phone calls, mail, and media communications as necessary. Parents are notified when attendance poses a concern at five days, seven days, and ten days. Missed time after ten days will be monitored more frequently, and increased communication will be made with parents and students.

If you have any questions about attendance, please contact our K-12 School Counselor, Catherine Rivera, at [crivera@clake.org](mailto:crivera@clake.org) or 716-753-5847.



# TECHNOLOGY AND CONNECTIVITY

**Lead:** Derek Svenson - Director of Technology - [dsvenson@clake.org](mailto:dsvenson@clake.org)

**Primary Supports:** IT Support Team and Technicians, Building Principals

**CLCS Reopening Committee Group:** Operations

## Student Access to Device and Internet

Students in grades K-12 will be provided a Chromebook to use in any of the four possible scenarios this fall: full in-person, hybrid, and remote learning models. These devices will allow students to engage with our Learning Management System (Google Classroom), communicate with teachers via their District provided email, and access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills and support learning.

A challenge of the March to June school closure was internet access for some students. The district sent home an online survey in July 2020 to collect as many responses as possible from parents. Missing information will be filled in by office staff making calls to parents to collect the remaining information. The overall survey results are very important to determine an

accurate count of students who lack internet access at home. For students who do not have access to a dedicated internet service at their home the district will work with that family to try and suggest and / or provide options for access at home, if possible where the home is located. Other plans will need to be implemented if internet access is not available in any capacity for certain students.

### **Mastery of Learning Standards and Technology Access**

The plan for student mastery of learning standards given the three scenarios is outlined in the **Teaching and Learning** section that will address the various plans and how to engage students even if they don't have internet access despite the best attempts of the school district. Paper packets can be printed and sent home to students to provide equitable access to classroom instruction.

### **Teacher Access to Device and Internet**

All teachers are provided a permanent assigned Windows laptop device or a loaner to borrow when working at home to use for remote instruction needs. In addition, for those who need and request, a document camera will be made available for teachers to provide instruction.

From our experience this past spring with the school closure all of our teachers had dedicated internet access at their house to use for remote instruction. Should that situation change the administration will determine options for the teacher or staff.

### **Standardizing Instructional Learning Systems**

Chautauqua Lake Central School District is required to follow a new law and policy; Data Privacy and Security Policy which addresses the requirements Education Law 2d and part 121 regulations. Under this new law from the State Education Department the district is required to vet online resources, websites, and software prior to using it with students. If a resource, website, or software will collect personally identifiable information (PII) of students, the company is required to sign a contract ensuring the protection and security of student data and PII. Teachers are required ONLY to utilize online instructional resources that are on the list of approved district resources. If a teacher wishes to use a website or software that is not approved, there is a privacy review process prior to using the resource.

Chautauqua Lake Information Technology department has also worked with administrative and instructional staff to determine a "short" list of common systems in use across the entire district and provide training resources and classes for those systems, not only for teachers and staff but parents and students as well. Teachers have been given that list and have been asked to utilize those systems and not look for new ones. An example of one of these major district systems would be our Learning Management System, Google Classroom, and Google Drive. The district system ensures that students and parents are all connecting to classroom information, assignments, and communication the same way K to 12.

Due to the closing from March to June the technology department and our two technology integration specialists (teachers) created a Remote Learning Resource folder and posted training materials to assist with learning systems. Written procedures, training videos, and other resources are posted in those locations. The same types of resources were also made available for parents via the [www.clake.org](http://www.clake.org) website.

### **Technology Support for Students**

We will provide training resources to students and families for our common district systems like our LMS (Google Classroom), Class Dojo through a knowledge base page with directions and videos posted on our district website under the COVID 19 resource page.

The technology department has created an external support number that parents and students can call to report issues with school equipment. The support number for parents to contact is 716-753-5860.

### **Technology Support for Teachers and Staff**

The information technology department will provide helpdesk support in any of the four scenarios to teachers and staff with issues or questions. This support will include:

- Support teachers in using Google Classroom with:
  - Pre-recorded training videos hosted on our Google Drive share just for internal use.
  - In the event of 100% remote learning, our technology staff and technology integration staff will provide live remote learning classes to assist teachers.
  - Technology coaching support via phone, or remote distance learning programs / systems.
  - Webinars and other learning opportunities hosted by the District, BOCES, and state/national organizations.
  - The support number for teachers to contact is 716-753-5860.

If you have any questions about our technology services, please contact our Director of Technology Derek Svenson, at [dsvenson@clake.org](mailto:dsvenson@clake.org) or 716-753-5891.



# TEACHING AND LEARNING

**Team Leaders:** Megan Lundgren, Elementary Principal, [mlundgren@clake.org](mailto:mlundgren@clake.org)

Rachel Curtin, Secondary Principal, [rcurtin@clake.org](mailto:rcurtin@clake.org)

**Primary Supports:** Lisa Stonefoot, E2CC BOCES Staff Development Specialist & Elementary and Secondary Building Teams

**CLCS Reopening Committee Group:** Teaching & Learning

The following section outlines our solutions to the teaching and learning needs of our school community as we prepare for the 2020-2021 school year.

This teaching and learning section includes:

- Improvements made to our continuity of learning plan for the 2020-2021 school year
- Explanation of our four models of learning: 100% in person; hybrid, remote, and self-selected remote)
- Schedules and student cohorts
- Our priorities for the start of the school year and what to expect
- How we will close the gap using standards-based instruction in our classrooms
- How we will ensure equitable access to instruction
- Information on how we will communicate with our school community
- A summary of how we will support our teachers through professional development

## **Improvements:**

Feedback received from our school community helped us to develop a continuity of learning plan for the 2020-2021 school year that improves upon the emergency closure plan of 2020. We learned a tremendous amount of information from this experience and your feedback. This plan addresses the need to serve every student and emphasizes social-emotional support as well as academic opportunities. These improvements include clearer communication protocols, gap closing instruction and learning experiences, and clear grading expectations will ensure safe, equitable access to high-quality instruction.

The Chautauqua Lake School Community is committed to ensuring that all students have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are also searching for a return to their routines and a sense of normalcy. Our back to school experience will provide a positive routine and welcoming environment that supports students during this unpredictable time. If parents are considering a remote learning option for their child, even in the event the school is open for in-person learning, please refer to Model #4 entitled Self-Selected Live Synchronized Remote Learning.







**Four Models of Instruction:**

We have prepared four versions of the learning experience for our schools: in-person, hybrids, and two remote learning models. We are required to provide 180 days of instruction to our students. These 180 days of instruction will be counted as "days of school" for programs that are delivered 100% in-person, remotely, or through our hybrid model.

It is our hope that both the in-person or hybrid start to the school year will be safe and effective for all students and employees, that the infection rate in NYS and our local region will remain low and in fact, decrease. Our plan will be to pivot to a hybrid plan, if and when the infection rate and guidance from DOH/CDC/NYSED and Governor Cuomo compel us to do so. Our school schedules and facilities are designed to accommodate both the 100% in-person model and the modified hybrid models. If the infection rate spikes and we're ordered to go full remote again, we can also transition to do so.

# Chautauqua Lake Elementary School

## Models of Learning

<h3>In-Person</h3> 	<h3>Hybrid</h3> 	<h3>Remote</h3> 
<p>All students pk-6 attend school in-person in accordance with NYS Dept. of Health guidelines.</p>	<p>A Day/B Day schedule for all students pk-12. Students will be divided into two groups, keeping siblings together. Special schedules will remain Mon.---Fri.</p>	<p>All students pk-6 will be required to learn from home in accordance with NYS Dept. of Health guidelines.</p>
<p>Master schedule is <i>mostly</i> consistent with past years (i.e. M--F specials, AIS push-in/pull out, ~80 minute blocks for gr. 4-6).</p>	<p>Students will work from home on the opposite day, focusing on independent and supplemental work, and individualized supports.</p>	<p>Teachers provide daily interaction and instruction to students &amp; small group or 1:1 conferences for additional support.</p>
<p>In-person days will focus on new, core instruction using "Power" Learning Standards.</p>		<p>Special areas will be available via remote learning platforms; teachers will interact with students daily.</p>
<div>    </div> <p>Students will be trained on tech and routines, using consistent LMS and communication tools.</p>		
<p>Students will remain in cohorts and consistent classroom spaces as much as possible.</p> <p>Student desks are 6 ft. apart. Masks or barriers must be used when 6 ft. can't be maintained.</p>	<p>Consistent weekly schedules will be provided to parents and students.</p> <p>For departmentalized grades, small groups will be assigned a specific point person to provide extra instructional support.</p>	
<p>Tier 1 SEL instruction will be prioritized across pk through 6.</p>	<p>SEL instruction will be embedded AND available to access on remote days.</p> <p>In-person attendance for special education and elementary students will be prioritized.</p>	
<p>We will make sure teachers know how to use online learning and have necessary equipment.</p>	<p>We will answer questions at the time of training.</p>	

**\*\*Information regarding Self-Selected Remote Learning can be found later in this section.**



# CHAUTAUQUA LAKE SECONDARY SCHOOL

## MODELS OF LEARNING

Every student will have a **Home Base Advisor** who will connect with them **everyday and take attendance**, either in person or electronically.



Academics, social groups, and opportunities for students to lead will continue to be part of school experience in all learning environments.



### IN-PERSON



Students attend classes in person in accordance with NYS department of health guidelines.

Some students occasionally rotate into a live-stream class **zoom room** with staff supervision to practice using remote technology and to ensure social distancing.

Everyday begins with **Homebase Advisory**  
A & B day normal schedule  
80 minute block periods

Come dressed for Phys Ed.  
We won't be using locker rooms.  
Some students may eat in a pop-up cafe or classroom instead of the cafeteria

### HYBRID



Students assigned into two groups  
Navy and Maroon,  
keeping siblings together.

A day classes and B day classes  
will combine into one schedule  
of in-person classes that are 40  
minutes long, every other day.

Students will switch every  
other day.  
Independent at home,  
or learning at school.

In-person learning will be prioritized  
for special education students. We  
will still have hands on learning  
including Phys Ed. and Science  
Labs, Music and Art

### REMOTE



Students attend all classes  
using Google Classroom. We  
stay connected using every  
possible resource.

Day One: Navy Days:  
Direct whole group  
instruction to everyone on  
the full class roster.

Day Two Maroon Days:  
Independent work and  
"office hour" for students to  
get help

We will promote opportunities to explore  
virtual field trips, student projects,  
natural resources / trails as allowable by  
local organizations.

# Four Models of Instruction:

## 1. 100% In-Person Model

Given current cohort sizes and classroom spaces, our district is able to accommodate all PreK-12 students attending in-person while following requirements and guidelines outlined by the CDC, New York State Department of Health and the New York State Education Department. If permitted to open at full capacity in September, you can expect the following for elementary and secondary buildings:

### 100 % In-Person Model

(if schools are permitted to open without restrictions on in-person capacity)

#### Elementary Students (grades pk-6)

Schedule is mostly consistent with years past.

- Same daily start and end time
- Specials rotate Monday through Friday
- Pre-Kindergarten remains a half-day (one AM class; one PM class)
  - Class sizes will be smaller as NYS is allowing changes to UPK teacher-to-student ratios

#### Secondary Students (grades 7-12)

Schedule is mostly consistent with years past.

- A Home Base Advisory period starts our day from 7:40-7:55
- 80 minute rotation on A & B days

Instruction will focus on mastery of **core** learning standards.

All students will be trained on technology, routines, and a consistent learning management system (i.e. Google Classroom).

Students will remain in “homeroom” cohorts and consistent classroom spaces as much as possible.

- Teachers will travel to students, unless a particular space is *absolutely necessary* to deliver quality instruction.\*

Students may stay in one room over two periods, and teachers will travel to them.

Students will rotate to classes that require specific equipment for hands-on learning.

#### Special Areas

- Music, Art and Library will rotate between using their own classrooms, outdoor spaces, and pushing-in to homerooms. \*
- Students will not use communal supplies, but rather their own individually marked items.

Music classes, specifically chorus and band will rotate between the stage, outdoor areas, and small group instruction.

Students will not use communal supplies, but rather their own individually marked items. Physical Education classes will use outdoor areas, except in bad weather. On those days, students will utilize an indoor space for



- Homeroom cohort classes will attend Physical Education (PE) class together. PE will utilize outdoor spaces whenever possible. physical activity that doesn't require aerobic exertion (yoga/stretching) and can still allow for social distancing.

#### Room Configurations:

As outlined in the Facilities section, preparation to reconfigure classrooms with a focus on increasing distance between students and the instructor as much as possible. These steps include:

- Student desks kept 6 ft. apart in the classroom
- Removal of gathering rugs in classrooms
- Removal of classroom gathering spaces (couches, tents, etc)
- Removal of unnecessary furniture to increase available space for social distancing
- Reallocation of classroom spaces/staff as needed
- Classroom spaces will be disinfected between use

Face masks or approved barriers will be used whenever 6 ft. of distance can not be maintained. Students will be given mask breaks throughout the day.

Direct instruction on Social Emotional Learning (i.e. PEDALS or Second Step Curriculum) will be provided to all students in pre-kindergarten through 8th grade.

Hallway traffic and visiting lockers will be staggered to allow for minimal gathering.

## 2. Hybrid Model

If needed, we can transition into various hybrid model(s) of learning. If we are not permitted to open school at full capacity, we will first prioritize in-person attendance for our special education students and youngest elementary students, while secondary students participate in a hybrid model.

Should we need to further decrease in-person attendance beyond that, all pk-12 students would follow a hybrid model of instruction. Our pk-12 student population will be divided in half, grouping families together. Students will be initially grouped and then placed into Navy or Maroon cohorts by family. If needed, requests for adjustments to the schedule will be considered as possible and aligned with numbers for social distancing guidelines. Half of our students will attend in-person instruction on Navy days, half of our students will attend in person on Maroon days. Students rotate between in-person learning and independent/supplemental work at home every other day. This rotation allows every student to see their teacher in person at least twice per week.

### **Hybrid Model, Option #1**

(special ed & pre-k students attend in-person/ all others on A or B Days)

#### **Elementary Students (grades pk-6)**

All aspects will look the same as noted in the 100% in-person model above.

#### **Secondary Students (grades 7-12)**

Students will attend school in-person every other day according to their assigned cohort. (Either Navy or Maroon)

Homebase advisors will take attendance in-person and check-in with students working at home.

**Our typical 80 minute A/B day schedule is condensed into one day, with 40 minute class periods.**

### **Hybrid Model, Option #2**

(all students pk-12 attend on A or B days)

#### **Elementary Students (grades pk-6)**

All students will be divided into two groups, keeping households together. One group will attend in-person on A days, the other on B days. The opposite day will consist of off-campus learning.

Pre-Kindergarten students will attend full-days, every other day. All students will be assigned an A day or B day.

Specials will remain on a Monday through Friday rotation. Students will attend classes as scheduled on their day of in-person attendance.

#### **Secondary Students (grades 7-12)**

Students will attend school in-person every other day according to their assigned cohort. (Either Navy or Maroon)

Our typical 80 minute A/B day schedule is condensed into one day, with 40 minute class periods.

#### **In-person learning days**

- Focus on mastery of core learning standards.
- In-person day will frontload as much content as possible to allow for continued learning on off-campus learning days.

- AIS and enrichment providers will collaborate and integrate instruction within the classroom as much as possible.
- Social emotional learning and building of relationships among staff and students will continue to be prioritized.

#### **Off-Campus learning days**

- Independent and supplemental work aimed at reinforcing classroom instruction.
- Individualized supports will be provided (AIS services, related services, enrichment).
- Digital and non-digital options provided.
- For grades pk-3, homeroom teachers will provide *substantive* daily instruction and feedback to both whole groups and small groups of students in conjunction with AIS, special education and enrichment providers.
- For grades 4-6, small groups will be assigned an additional point person to assist with the various content areas.
- Special Areas will utilize Google Classroom to make instruction and activities available.
- Enrichment, STEAM, Social Emotional and hands-on learning activities will be available for early finishers.

#### **Off-Campus learning days**

- Independent and supplemental work aimed at reinforcing classroom instruction.
- Digital and non-digital options provided.
- Homebase advisors will take attendance in-person and check-in with students working at home.
- Students who struggle to engage with learning at home, or who are failing to make progress may be required to attend both days. The “at-home” day would be replaced with a guided academic intervention day.

Social Emotional Learning and support will be made available to all students.

All students will have daily, direct interaction with staff members on remote days.

### 3. Remote Learning Model

If at some point the District is not permitted to be open for in-person student attendance, the district reopening plan provides for a program that includes regular substantive interaction between teachers and students. Protection of students' personally identifiable information, as required by Education Law 2D, are factors in the selection of our digital learning services. The District will utilize Google Classroom as the main learning platform for all students. All assignments and learning materials will be posted and funneled through the Google Classroom platform. Communication with parents through this platform will be concise, direct, and consistent. Teachers will be able to instruct students on how to better access and utilize the Google Classroom platform and provide them support during face to face instructional days. Textbooks and other classroom materials will be given to students upon closure of the school, and will need to be returned at the end of the remote learning period.

#### **Remote Learning Model**

(all students pk-12 if school is not permitted to open in-person)

#### **Elementary Students (grades pk-6)**

#### **Secondary Students (grades 7-12)**

All students K-12 will be provided a District-issued Chromebook. If obstacles exist around internet access, the District will work with individual families to explore alternative options.

Google Classroom will be used as the main learning platform for all students with access to the Internet. For those that are unable to use District provided Internet, teachers will utilize other methods (hard copies, scheduled teleconferences) to deliver instruction.

All students and families will utilize the same communication tools previously established (District-wide: School Messenger, Building Wide: Elementary Class Dojo/Secondary Remind App).

Consistent weekly schedules will be provided to parents and students.

Classroom instruction will prioritize core learning standards (i.e. "Power" Standards).

Teachers provide daily interaction and instruction to students, as well as additional

**Students will receive a 40 minute schedule of all of their classes in one day, instead of an A/B rotation.**

small group or 1:1 conferencing for individualized support.

Learning support providers will establish routine schedules to deliver services to individual and/or small groups of students (specialized instruction, AIS, enrichment, related services). Assistive technology and other strategies will be used to ensure equity and access to needed supports.

Special area instruction will be available via digital or hard-copy materials; teachers will be interacting with assigned small groups of students daily.

**Navy Days: Full classroom instruction following the 40 minute schedule.**

**Students attend classes with their teachers.**

**Maroon Days: Office Hours and independent work for all students.**

Home Base Advisors will check in with students every day. Students are responsible for either being available at the check-in, or for communicating back to their advisors..

Social Emotional Learning (SEL) will be available to students in grades pk-8.

Students will continue receiving counseling services via remote methods (teletherapy) with parental consent.

#### **4. Self-Selected Live Remote Learning**

The District recognizes that some families would prefer to keep their children home, even if the school is able to accommodate in-person student attendance. For this reason, families may take advantage of a remote learning option. The specific schedule of classes within this model will vary depending on the grade level of students. For all students, self-selected remote learning will include opportunities for direct instruction and feedback from teachers via remote learning platforms.

Key Elements:

- Daily attendance required via live instruction
- Live instructional times will be set by the District during normal school hours
- Live instructional times will consist of direct instruction from classroom teacher(s)
  - ❑ Primary students (pk-3) will receive substantive, direct instruction from one grade level teacher for all core academic classes.
  - ❑ Intermediate (grades 4-6) and secondary students (7-12) will receive substantive, direct instruction from each content area teacher.
  - ❑ All students will have access to necessary learning support services.

- ❑ All students will be required to review/submit classroom and special area assignments using the Google Classroom platform.
- ❑ Rigorous assignments and assessments will be connected to NYS Learning Standards. Progress reports and report cards will be provided consistent with the district calendar.

All families that are requesting this model are required to sign and return the “Chautauqua Lake Central School District Parental/Guardian Acknowledgement Form Regarding Remote Learning” located at the end of this reopening plan. Building Principals must review and approve any requests for changes to this instructional delivery plan.

**Please note this is different from home-schooling. Parents choosing home-school instruction must follow [NYS Part 100 Regulations](#) which includes submission of a letter of intent, an Individualized Home Instruction Plan (IHIP), quarterly reports, and an annual assessment to the school district.**

Regardless of the instructional model (in-person/hybrid/remote/self-selected remote), the following guidelines are part of our continuity of learning plan:

### **Routines, Normalcy, and Teacher Connection:**

Every student will have a teacher that is their go-to person or advisor during the school year. In elementary school, this role will primarily be the classroom teacher. In secondary school, students will be assigned to a Homebase Advisor. Teachers and advisors will have a daily connection with students to make sure that their individual needs are met, and that they are actively participating in school activities. Teachers and Homebase Advisors will track student progress to ensure participation and check-in with students if they are struggling or non-participatory in off-campus learning models. Teachers and Homebase advisors will help students connect with services and providers if needed.

We will allow ample time for students to re-adjust to the school setting as well as emphasize time for building relationships, socialization, and creating a climate of safety, comfort, and routine before diving into the rigor of our classwork. This means that our first days will focus on safety, feeling comfortable, practicing routines, learning the technology, and sparking friendships and curiosity about the learning experiences that are ahead of us.

Every effort will be made to ensure daily contact with each and every student, with daily attendance taken on in-person and remote learning days. We anticipate some flexibility for the times in which students are working remotely but it will require that all students work and check-in with their Home Base advisors and teachers during the remote learning days.

Given the models described within this plan, we will work collaboratively to employ all teachers and teaching assistants to supplement the instruction for the regular classroom teacher if needed. For example, an elementary teacher who has in-person instruction with half of his/her students will need support to connect with remote students. This may be supplemented by those teachers who are available because the nature of their own workload allows them to be available to help with core instruction needs.

Training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction will be offered before school begins and at the start of school. This training will be available through zoom conferences, parent/student conferences, and direct instruction for students in the classroom. We will make all of our training materials available for access on our website, and provide hard copies if needed. There will also be a technology helpline available to students and families at (716) 753-5860.

PowerSchool will be used to track the completion of assignments, grading, and attendance. The teachers and administrators will review our existing grading procedures. Once the review is complete we develop consistent grading expectations within our grade levels and departments. We will also work to be consistent with how our assignments are published and scheduled in Google Classroom so that students and caregivers can access these equitably and efficiently.

The district also has measures in place to ensure that agencies that we partner with for pre-kindergarten programs follow all health and safety guidelines outlined in NYSED guidance and required by the NYS Department of Health. Those partnering agencies will also be required to have a continuity of learning plan that includes in-person, hybrid, and remote learning options for students.

### **Rigor & Relevance in our classwork**

As a NYS public school district, our instructional program, whether in-person, hybrid, or remote, is at all times aligned to the NYS Next Generation Learning Standards. Teachers will work collaboratively within grade levels or subject areas to identify any gaps in learning from the sudden March-June 2020 school closures and to identify power standards for primary focus. Power standards define the essential content and skills that students need to master in order to close the academic gap. Teachers are encouraged to create meaningful learning opportunities to connect the dots across classes for students. These power standards are also typically the content and skills that directly connect with learning expectations in the next grade level or related subjects.

We will use short quizzes and classwork to help us better understand what concepts and skills students need more practice with. We will combine these assessments with larger tests and

projects to provide grades and proof of understanding. At-risk learners will continue to be regularly monitored by AIS providers and receive research-based interventions to address areas of weakness.

**Teacher Preparedness**

The district will provide teachers with **professional development** opportunities to enhance best practices and streamline our remote processes. Staff will be provided additional training in Google Classroom, PowerSchool, remote learning and other topics as necessary to ensure a consistent approach for families and students. Google classroom will be used as our “learning platform.” Assignments, class calendars, instruction, and class announcements will be housed here. PowerSchool will be used to track the completion of assignments, grading, and attendance. Professional Development will include consistency in the set up of assignments and grading to allow for a streamlined view of the program

We will provide opportunities for staff to meet before the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning. This will include but is not limited to, our summer curriculum work, Professional Learning Communities, grade level, and department meetings, and book studies. Instructional leaders within the district have outlined and documented gaps in curriculum and will work within their grade levels and departments to continue this work in the fall. The base of this work will be to focus on our power standards to guide instructional practices. Teachers will collaborate at grade level and department meetings to ensure alignment of instructional practices. Our improved instructional design will identify the content or skills that we are learning as a student goal, how we will know that we are successful with reaching that learning goal, and why this goal matters, or how it connects to what we already know, will be an important part of our instructional design.

We will identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology through a survey and subsequent professional development. In addition to technical support, the district will provide training opportunities for families in Google Classroom and PowerSchool.

Questions regarding teaching and learning should be directed to your child’s building principal (Megan Lundgren, Elementary Principal: 753-5841/Rachel Curtin, Secondary Principal: 753-5882).





# SPECIAL EDUCATION

**Lead:** Megan Lundgren, Director of Special Education, [mlundgren@clake.org](mailto:mlundgren@clake.org)

**Primary Supports:** Kimberly Siebert & Kristine Stroth, CSE Chairpersons

Kathy Freeman, Learning Support Secretary & Katrina Cummings, School Psychologist and 504 Coordinator

**CLCS Reopening Committee Group:** Teaching & Learning/Student Support

Students with disabilities were particularly impacted during the school closure this past spring. Therefore, *equity* and *access* for special education students are at the center of our reopening framework. Across all possible instructional models, special education programs and services will provide equity and access for all students so that they can achieve their highest potential and prepare for further education, employment, and independent living.

In order to ensure all students with disabilities continue to have available to them a free appropriate public education (FAPE), the District will prioritize in-person attendance for students with disabilities whenever it is allowable. To prepare for shifts that may occur in our instructional model, teams of special education service providers will collaborate prior to the start of school to discuss and outline the programs, services, and accommodations that constitute FAPE for each student utilizing the students' IEP or 504 plan. We will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. This information will be documented, and the provision of such services will be monitored throughout the school year, regardless of instructional model.

Our committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served will continue to meet as needed. Communications with our families will provide clear information for an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources. Using both verbal and written communication, CPSE and CSE chairpersons will establish procedures with program providers prior to the start of school in September. Communication will outline the provision of services according to the IEP, including any compensatory services or anticipated supports the student may need upon return to school following remote learning. Parties will also develop a shared tool for documenting delivery of services and individual student progress monitoring.

The partnership between educators and parents continues to be critically important to the success of our students. In order to foster meaningful parent engagement, the Director of Special Education will utilize District-wide communication tools to communicate with parents. This includes a written plan, as well as an ongoing communication platform to facilitate regular updates and provide for two-way communication. In addition, case managers will establish communication with families prior to the start of school in September via phone to establish the parents' preferred language and method of communication to meet the requirements of the IDEA. The District will maintain records of all parent communication.

If 100% in-person is not possible, CPSE and CSE teams shall reconvene to discuss and modify provisions for IEP programs, services, and accommodations in a hybrid model. Parents will be a critical component to assist in determining additional equipment, assistive technologies, etc. that may be needed for remote learning. In a hybrid model, the District will continue using shared documentation tools to record and monitor student needs and progress with programs and services. Communication tools will remain consistent and will be utilized frequently to engage families. Students will have daily access to direct instruction in order to implement programs and services outlined on their IEP, which may include the use of teletherapy. Every effort will be made to provide the accommodations, modifications, and supports to facilitate equal access to learning at home.

Questions regarding special education should be directed to the corresponding CSE chairperson (Kimberly Siebert, Elementary Chairperson/Kristine Stroth, Secondary Chairperson) or the Director of Special Education Megan Lundgren at 753-5877.



## BILINGUAL EDUCATION AND WORLD LANGUAGES

**Lead:** Dr. Joshua Liddell, Superintendent - [jliddell@clake.org](mailto:jliddell@clake.org)

**Primary Supports:** Megan Lundgren, Director of Special Education-[mlundgren@clake.org](mailto:mlundgren@clake.org)

**CLCS Reopening Committee Group:** Teaching & Learning / Student Support

Currently, Chautauqua Lake does not have any enrolled students who are identified as English Language Learners (ELLs). However, in the event that ELL students enroll in the District, we are prepared to complete the following requirements as required by Commissioner's Regulations Part 154.

We will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students and transfer students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

In addition, we will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

Regular communication with families of ELLs will continue throughout the school year and will be provided in the preferred language or mode of communication.

## TEACHER AND PRINCIPAL EVALUATION SYSTEM

We will evaluate all teachers and principals pursuant to our approved Chautauqua Lake Annual Professional Performance Review (APPR) or Multidimensional Professional Performance Review (MPPR) plan. This will be completed no matter the learning model, full-in person, hybrid or remote.

## CERTIFICATION, INCIDENTAL TEACHING AND SUBSTITUTE TEACHING

We ensure that all CLCS teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (ex. Incidental teaching) or Education Law. Substitute teachers will follow NYS guidelines. Student teaching will be under the direct supervision of a certified teacher who is the teacher of record, and in cooperation with all sponsoring institutions of Higher Education.

## ATHLETICS

The Officers of the New York State Public High School Athletic Association (NYSPHSAA), voted to delay the official start date of the Fall 2020 sports season, cancel the Fall 2020 Regional and State Championships and prepare to implement a condensed season schedule in January 2021 if high school sports remain prohibited throughout 2020 due to COVID-19. This decision comes at the recommendation of the NYSPHSAA COVID-19 Task Force when they convened as a working group for the third time this morning.

“As the state considers reopening, it is unrealistic to believe athletic seasons can start on August 24th as originally scheduled,” said Paul Harrica, NYSPHSAA President. “The priority will continue to be on the educational process and a return to learning in the safest way possible.”

The NYSPHSAA Officers’ decision includes:

- Delay Fall sports start date until Monday, September 21st (NYSPHSAA PAUSE)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts. We do not have this permission at this time.

“We recognize this is challenging for everyone, but the decisions made at the State level are based upon data and statewide infection rates all in an effort to stop the spread of COVID and reopen responsibly,” said Dr. Robert Zayas, NYSPHSAA Executive Director. “At this time, Department of Health guidance presented on July 13th prohibits interscholastic athletics across the state. The Association will continue to follow state guidance and will work collectively with State officials to ensure high school athletics will start up responsibly in the future. As an association, we must be willing to be flexible and continue to explore all options with students’ safety as our main focus,” Zayas concluded.

With regional differences, schools and areas will be impacted differently by the COVID-19 crisis. At the discretion of the NYSPHSAA Officers and authorization from state officials, if the Fall sports seasons are interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented.

- Delay Fall sports start date until **Monday, September 21st** (NYSPHSAA PAUSE)
- Cancel Fall Regional and State Championship events
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts. (We do not have this permission.)

If the Fall sports seasons are interrupted or impacted by the COVID-19 crisis (i.e., state official guidance, school closings, cancelation of high-risk sports, etc.), then a condensed three-season plan will be implemented at the discretion of the NYSPHSAA Officers and authorization from state officials.

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

### **Season I (Winter Sports)**

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

Sports:

- basketball (girls & boys)
- bowling (girls & boys)
- swimming (boys)
- \*wrestling (because of the high-risk nature of wrestling may have to be moved to season II or season III.)

### **Season II (Fall Sports)**

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

Sports:

- football
- soccer (girls & boys)
- swimming (girls)
- volleyball
- unified bowling

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

### **Season III (Spring Sports)**

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

Sports:

- baseball
- softball
- golf
- tennis \*\*we will look into this further with our county group
- outdoor track & field (girls & boys)

Again, the above plan is only *if* the Fall season is negatively impacted by COVID-19 closures.

Chautauqua Lake is working hard to create the safest and most equitable environment for our athletes to come together and to grow as a unified team. While NYSPHSAA's decision to delay the season and remove the championships is a disappointment. We will stay positive, and be ready to go when the time comes. We will be sure to continue to share information parents/students as we receive it.



## BUDGET AND FISCAL MATTERS

**Lead:** Jackson Graham, School Business Executive - [jgraham@clake.org](mailto:jgraham@clake.org)

**Primary Supports:** Dave Thomas, District Treasurer, BOCES Financial Mentor

**CLCS Reopening Committee Group:** Operations

### School District Fiscal Preparedness

- As of the filing of this plan, the District is ready with a balanced budget, based on all known financial information at this time.
- Our 2020-21 revenue budget was based on state aid projections from the April 1, 2020, adopted state budget. It includes the projected CARES Act Restoration funding.
- Given the state budget shortfall, it is very possible that there will be additional funding reductions mid-year. As a result, we will have to adjust expenditures and or potentially make reductions. We will attempt to focus on maintaining instructional programming if possible.
- With board approval we may consider the use of reserve funds but need to remember that this situation has the potential to be long-lasting over a number of fiscal school years.

### 180 Day Calendar and Attendance Reporting for State Aid Purposes

- The District will be providing a minimum of 180 days of student attendance as outlined in other sections of this plan and as currently required by law.
- Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, the District may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years. If this is needed we will apply for the waiver once that need is discovered.

### Other Considerations

- We will meet all existing state aid reporting requirements and deadlines; the data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order. Additional costs for personal protective equipment, transportation, food service, and other mitigation needs will likely be necessary. The District is not assuming additional state or federal support will be available beyond what

has already been budgeted for the 2020-21 school year and will plan for those needs accordingly.

If you have any questions about our budget and fiscal matters, please contact our Business Executive, Jackson Graham, at [jgraham@clake.org](mailto:jgraham@clake.org) or 716-753-5874.



# ACKNOWLEDGEMENT FORM

## CHAUTAUQUA LAKE CENTRAL SCHOOL DISTRICT PARENTAL/ GUARDIAN ACKNOWLEDGEMENT FORM REGARDING REMOTE LEARNING

In accordance with the New York State Education Department's July 16, 2020 guidance regarding the reopening of schools for the 2020-21 school year, the Chautauqua Lake Central School District is providing students the opportunity to engage in remote learning during the COVID-19 pandemic if the child and his parents)/ legal guardians(s) so desire.

However, we will need everyone's assistance and cooperation to ensure that any student engaging in remote learning is doing so in accordance with all applicable laws and policies. Specifically, we will want to ensure that all students' privacy rights are respected, and that all students are meeting the District's high expectations for academic integrity.

Under the Family Educational Rights and Privacy Act ("FERPA") student educational records are protected from unauthorized disclosure. While it is more difficult to protect against the unauthorized disclosure of student records when students are using electronic devices and applications (some of which have recording capabilities) to participate in their classrooms while they themselves are outside of school, and perhaps in the presence of non-students, it is expected that students and parents will take necessary precautions to avoid those unauthorized disclosures of student records.

Therefore, while students participating in remote learning may use electronic devices and applications, the District's expectation will be that that no one (including, but not limited to, District students, parents or legal guardians) will make any recording of any classroom or any instruction when participating in remote learning. The District also expects that students will take precautions to not utilize the electronic devices in areas where non-students can see their screens and to utilize ear phones and/or to minimize the volume on their devices if in the presence of a non-student so that non-students cannot hear what is occurring in the classroom.

If a recording of any lesson or classroom needs to be made, such a recording shall be made only by a District employee in a way that takes great care not to create an educational record by not having student images and/or voices recorded, and only with the prior permission of a District administrator. Any recording not previously authorized by the District and / or a student's use of technology in a way or place that permits others besides him/her to view the classroom may subject the student to disciplinary action and a review of the student's continued use of such technology.

Similarly, the District expects that students participating in remote learning adhere to any and all academic integrity requirements. It is possible that students participating in remote learning will be required to take tests, exams or assessments while sitting before a mobile device outfitted with a camera and a mobile application to ensure that the students are complying with any and all testing requirements, including timing requirements for certain tests. These testing and monitoring requirements may vary from classroom to classroom throughout the District. Please contact your child's School Principal if you have any questions about the District's remote learning program, and/or about this acknowledgement form.

If your child is participating in remote learning for any part of the 2020-21 school year, please sign this form acknowledging receipt of this form, and return it to your child's School Building Principal.

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_