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Introduction

At the New Directions Youth and Family Services (NDYFS)Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our Preschool and School Age programs and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The areas outlined in this plan represent the myriad considerations Henrietta G. Lewis Campus School and Wayne A. Secord Therapeutic Preschool will address to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority and therefore have addressed this within our plan.

This plan includes procedures that will be followed in the following schools:

Henrietta G. Lewis Campus School
Wayne A. Secord Therapeutic Preschool
www.fosteringgood.org
BEDS: 400400997431
6395 Old Niagara Road
Lockport NY 14094
Kristine Coakley, Educational Services Director
kcoakley@ndyfs.org

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov), the [New York State Department of Health \(NYSDOH\)](https://www.health.ny.gov) and the [New York State Education Department \(NYSED\)](https://www.nysed.gov).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Kristine Coakley will serve as the school's COVID-19 Coordinator. She will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

Communication/Family and Community Engagement

To help inform our reopening plan, the Henrietta G. Lewis Campus School and Wayne A. Secord Therapeutic Preschool has sought feedback and input from stakeholders, including administrators, faculty, staff, residential staff, health services, students, parents/guardians of students, local health department officials and employee union. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations.

- Reopening Committee meetings with the following attendees:

Kristine Coakley Educational Services Director
Patricia Della Penna Assistant Principal 6-12
Amie Ward Assistant Principal PreK-5
Amanda Townsend CPSE/CSE Chairperson
Ed Gargala Residential Services Director North Campus
Nissa Bland RN, Health Services Supervisor
Melissa Adinolfi LPN, School Nurse
James Schaffert Maintenance Supervisor

Laura Kenneth Senior Office Clerk, Union President
Kateri Mosaluk Teacher
Maria Fabrizio Residential Social Worker
Margaret Flannery Day Student Social Worker
Christopher Henning School Behavior Therapist
Julie Pierce Custodian

- Consultation of plan with Niagara County Department of Health Director of Public Health Planning and Emergency Preparedness, Elise Pignatora
- Automated Text message survey to all parents with social worker follow up via phone, text and/or email

The NDYFS schools remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at www.fosteringgood.com and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of NDYFS schools and the new academic year, NDYFS has developed a plan for communicating all necessary information to school staff, students, parents/guardians, visitors and education partners and vendors. The school will use its existing communication modes – including *emails, automated message system phone/email/text, phone calls, zoom meetings and socially distanced in person group meetings*– as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

Our Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

Henrietta G. Lewis Campus School and Wayne A. Secord Therapeutic Preschool developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the school to inform the school community. Information will be dispersed in a variety of platforms that include:

- Agency website
- Call list/ROBO Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social worker communication
- Town Hall Meetings (Zoom, Google Classroom/Meet, etc.)

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, comments or concerns. Empower people to make a

positive difference and communicate the expectation for them to do so.

- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

Health and Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in the Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at kcoakley@ndyfs.org or (716) 433-9592 ext. 426

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, visit the *New Directions Youth and Family Services website*, www.fosteringgood.org Education section.

To ensure employees and students comply with communication requirements, the Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.

- If a worker or staff member tests positive for COVID-19, the agency will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations

Facility Entry

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. A single point entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in point at the security station for day student, employees and visitor. A separate entry will be used by residential students and residential staff.
- A face covering, must be worn by all individuals, students, staff, and visitors on the Wyndham Lawn Campus of New Directions Youth and Family Services property when social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their own face covering, however face coverings can and will be provided by the Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool daily.
- Polycarbonate barriers exist in the main office, nurse's station and other high track areas

Daily Health Screening

- Prior to entering the Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool, individuals must complete a medical screening questionnaire. This questionnaire is accessible as a paper copy at the vestibule/welcome room or as a Google form for staff that can access via email daily.
- Staff should complete this screening prior to arriving at work via the electronic submission form.
- Paper copies of the questionnaire for visitors will be available at security stations.
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Students and visitors will be screened for temperature at arrival.
 - Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus, however students will be screened at arrival for temperatures.
 - Visitors will have their temperatures taken upon arrival.
- All staff must sign in and out of each building with the security desk *each* time they enter and exit the building.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.
- A staggered entrance time will be utilized to reduce crowding.
 - Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.

- Queued buses must wait until the previous bus load has passed through screening before unloading their students
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.

Social Distancing

- All individuals on the Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However, in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Hygiene

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

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
 - Adequate facilities and supplies for hand washing including soap and water;
 - Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can aerolize germs);
 - Use of no-touch/foot pedal trash can where feasible;
 - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows
 - Upon entering the building and classrooms;
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;

- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping, or blowing nose or coughing into hands;
- Anytime hands are visibly soiled;
- When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:
 - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
 - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Visitors

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All visitors check in at the vestibule/welcome room for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING which can be found by scanning the QR Code posted on all doors.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.

Vendor

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- All vendors must report to the Kitchen and Maintenance delivery door first for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING Questionnaire
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via Zoom/GoogleMeet when possible.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.

Training

The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is

designed to be easy to understand and available in the appropriate language and literacy level for all workers.

The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between use. Examples of communal objects include, but are not limited to, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide employees and students with up-to-date education and training on COVID-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Training for Screeners

New Directions Youth and Family Services will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, temperature screenings and social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

Training topics for all staff

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use <https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

- Operating procedures (various by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up
 - Staff who are sick or suspected to be sick

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

- Proper cleaning techniques
 - Cleaning and disinfecting

<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes

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

https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf

- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only
<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures pdf icon](#) and describe how to [stop the spread pdf icon](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face cover image icon](#)).

When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
- Train all non-food service staff on any meal service-related activities they will be responsible for.
https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Space Design and Capacities

General Office Area

- All offices will be limited to 50% the rated occupancy for the space. Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced to 50% normal load in addition to maintaining at least 6ft of separation between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains will be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple use office settings.

- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- Will stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits
- Will reduce tasks requiring large amounts of people to be in one area
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, meetings will be limited to 10 people or less depending on local, state, and federal guidelines.

Conference Areas

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible
- Social distancing among participants will be required
- Lingering and socializing before and after meetings should be discouraged

Break Room

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside at the picnic table throughout the campus.
- Staggered break schedules will be utilized to assist with separation concerns.
- If staff wish to take breaks together, they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be replaced with alternatives.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

Copier Room

- Maximum 2 people in copier room at any one time.
- Cleaning supplies will be provided at copier stations.
- Staff will wipe down touch surfaces post use.

Elevators

- One person in an elevator at a time.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be disinfected after use.

Restrooms

- All bathrooms regardless of size will be limited to one person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry indicating one person at a time.

- Touchless hand soap dispensers and paper towel dispensers.
- Touchless water fixtures will be installed where applicable.

Hallways/Stairwells

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

Classrooms

- Occupancy in each classroom will be specific and determined based off of the overall square footage of the space which is 18 sq. ft x
- Each Student, teacher and support staff will receive not less than 6 ft. of separation from others.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes will be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear a proper face covering.
- Where possible special teachers and PPS staff will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of obvious use.
 - Remove any unnecessary furniture.
 - Remove any soft surfaces that are difficult to disinfect such as:
 - Area Rugs
 - Soft fabric chairs

Nurse Stations

- All students and staff are required to wear appropriate face coverings.
 - N95 Respirator use for nurses should be limited to situations of suspected COVID-19
 - Nurses will receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, the nurse station has been reconfigured to:
 - Maintain social distancing of no less than 6ft.
 - Created “sick” and “well” zones whereby:
 - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
 - Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
 - Physical separation will be achieved by utilizing:
 - Individual exam rooms
 - Polycarbonate barriers
 - Retractable dividing curtain walls.
- Isolation Room/s
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.
 - *Reference the Isolation Room/s section for additional information.*

Isolation Room

- The May Conference room will be utilized as an isolation room as it is in close proximity to the exterior for quarantining individuals who present with symptoms representative of COVID-19.
- The Isolation room will have no more than 4 students maximum to maintain social distancing with facial covering
- Where excess space is not available, nurse's station will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.

Vestibule/Reception areas

Screening Stations will remain at all entrances of each building.

- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- To maintain separation between day student and contained residential population, separate entrances will be utilized
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

Library Spaces

- Removal of all soft covered surfaces that cannot be properly cleaned and disinfected including but not limited to:
 - Bean bag chairs
 - Upholstered couches or chairs
 - Area rugs
- Reconfigured the space to ensure social distancing.
 - Tables will be limited to one individual at a time where applicable.
 - Polycarbonate barriers may be installed to create a physical barrier.
 - Chairs will be arranged so as not to face each other.
- Borrowing of materials such as books will be discontinued.

Engineering Controls

- Alcohol based hand sanitizer will be available in each entry, all corridors, and each classroom.
- Bathrooms
 - Limited to one occupant at a time
 - Touchless soap dispensers will in place at each sink
 - Touchless paper towels dispensers have been installed
 - Touchless faucets are currently in most bathroom spaces
 - Areas where old style fixtures exist- they will be replaced as applicable
 - Entry doors to bathrooms will be left open where applicable to reduce the need to handle
- Water Fountains
 - As required by New York State Code a potable water supply will be provided per 150 occupants, but not less than one source per floor.
 - To reduce cross contamination the bubbler/drink spout has been removed or disabled.
 - Single use plastic water bottles will be available in classrooms

- These appliances will be routinely cleaned and disinfected as described in the Cleaning and Disinfection Section.
- Floor Demarcations
 - All entrances or areas of static wait have floor signage installed allotting for a minimum of six (6) feet of separation between all individuals
 - All Corridor floors and Stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.
- Classroom doors will remain open unless an emergency deems closing necessary in which case doors/door handles will be cleaned and disinfected as needed
- Temperature Screening Equipment

Ventilation

The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Air handling systems have been inspected for function with higher MERV rated filters.
 - Glasfloss Z-Line Merv11 pleated filters are used in all our HVAC units.
 - Our filters are tested and approved by ANSI/ASHRAE and are also certified by The NAFA (National Air Filtration Association) and Underwriters Laboratories (UL Listed).
 - Our filters are tested and approved by ANSI/ASHRAE and are also certified by The NAFA (National Air Filtration Association) and Underwriters Laboratories (UL Listed).
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
 - Options for replacement and modification to existing systems will be explored as needed.
- We change filters and do preventative maintenance on all our HVAC equipment every 3 months.
- Each Heat Pump has its own custom pleated filter and the air make Up Units (MUA Unit) of which there are 2 have 6 filters per unit (Total 12) These MUA Units operate 24/7/365 bringing fresh outside air into the building.

Cleaning and Disinfection

The Henrietta G. Lewis Campus School and Wayne A. Secord Therapeutic Preschool will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms

- Cafeterias/Kitchens
- Science labs
- Classrooms
- Maintenance offices and work areas
- School vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The NDYDS schools will ensure regular cleaning and disinfection of restrooms, classrooms and hallways. Nurse station, Isolation Room and Restrooms will be cleaned and disinfected more often depending on frequency of use.

Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19, and be appropriate for the surface.

Suspect or Confirmed COVID Cases

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. A health services nurse (Registered Professional Nurse, RN or Licensed Practical Nurse, LPN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient
- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or

guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - Opening outside doors and windows to increase air circulation in the area
 - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Contact Tracing

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school and its employees comply with contact tracing and disinfection requirements, the Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick. <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Workers without close contact with the person who is sick can return to work after consultation with NDYFS Health services.

Return to School after Illness

The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool has established protocols and procedures, in consultation with NDYFS Health services and the local health department(s), about the requirements for determining when individuals, particularly students, who

screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

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

The school will refer to DOH's ["Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

NDYFS schools requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with NDYFS Health services and the local health department.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool may include:

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close school(s) again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - 7 metrics - NYS Dashboard

- Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
- Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available

Facilities

In order to prevent the spread of COVID-19 infection in the school(s), facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The school plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken as needed:

- Drinking Water Facilities: Decommission of drinking fountains in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review.
- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.

Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

Shelter-In-Place

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.).

Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between staff and students cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Hold-In-Place

Hold-In-Place protocols will be the same the following changes:

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between people cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Evacuate

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

Lockout protocols will be the same, besides maintaining six (6) feet of space between students and staff in the area.

Lockdown

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Child Nutrition

The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool will follow SFA policies when communicating about school meal services, eligibility, options and changes in operations. All meals provided during the public health emergency will be available at no cost to all children. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool has identified Lynn Dombrowski as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available at the school(s) as needed. Phone in and in-person support to complete the application is available from our kitchen supervisor.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

Meals Onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Our school is CEP (community eligibility provision) therefore we will use a variety of communication methods (e.g., website, social media, emails, robocalls, newsletters) to ensure parents that their children have access and availability to school meals.

We updated our SOP (standard operating procedures)

- Staff use face masks, soap and hand sanitizer in food service areas
- All food is given in a take-out or single serve containers.
- Routinely clean and disinfect high-touch surfaces including tables, chairs and carts used in transportation of food.
- Wear single-use gloves and aprons when handling or delivering all foods.
- Ensure staff are trained on school policies and protocols on health and safety.
- Review, and re-train staff as needed on SOP procedures for food service.
- All student meals will be delivered to classrooms to avoid crowding and to population volume in the cafeteria

Students with food allergies will be protected by

- Student food allergy lists will be on be available on the School Computer Drive and updated regularly. If Drive is unavailable both the Kitchen Supervisor, the Senior Office Clerk and the school nurse will have a paper copy for staff to reference.
- Student to-go containers are clearly labeled with any allergy alerts for teachers
- Prohibit food sharing between students
- Train teachers on food allergies, including symptoms of allergic reactions to food.

Compliance with the Child Nutrition Program is being met by:

- All meal pattern requirements are being met and monitored
- Students are offered meal choices
- Production records are completed for each meal
- Meal counting procedures are done daily
- Requests for children with special dietary needs are being accommodated (e.g., food allergies)

Meals offsite/remote

CSE/CPSE Chairperson, School Counselor and Social Workers will provide all day student families with information about home district meal plans and distribution sites. NDYFS schools will provide assistance as needed.

Residential students will continue to receive meals as New Directions Youth and Family Services policy mandates.

Transportation

Transportation is provided and managed by day students' home district/counties and will be consistent with state-issued public transit guidance and follow the protocols and procedures of the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

Henrietta G. Lewis Campus school and Wayne A. Secord Therapeutic Preschool staff must wear acceptable face coverings at all times on school buses and should maintain appropriate social distancing to the extent practicable.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Loading/Unloading

- A staggered entrance time will be utilized to reduce crowding.
 - Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.

- Queued buses must wait until the previous bus load has passed through screening before unloading their students
- Students shall be loaded according to district bus arrival to the designated drop point to minimize crowding
- Dismissal times will be staggered to meet the each school's need and to promote social distancing
- Adjustments will be made by buildings:
 - For unloading and entry, and loading and departure
 - Route timing which will be affected by delayed loading/unloading processes
 - Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes to reduce load levels on buses

Transporting to BOCES

- Each day student home district will be transporting to BOCES and will follow similar protocols as previously described

Social Emotional Well-Being

In planning for our re-entry in September, the District has formed Task force teams to examine the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. In support of this belief, a Social-Emotional Learning team was created consisting of certified teachers, certified school counselors, licensed mental health professionals, certified social workers(day and residential) and school administrators. This task force team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional supports to help them re-engage and re-enter work and school. As a agency, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Social workers, our school counselor and school-based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors, social workers and school-based health programs will be invaluable supports to our students. School counselor, social workers and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. A trauma-sensitive learning

environment is one in which a child feels appreciated and cared for by adults at school; the classroom and school environment is emotionally and physically safe; and clearly articulated standards for behavior are reinforced through positive interventions and relationships with adults and peers.

NDYFS schools uses Restorative Practices to pro-actively develop relationships and community as well as repairing community relationships when harm is done through community circles and restorative conferences. Community circles develop relationships amongst staff and students in order to create a safe environment in which students are supported and social emotional well-being is in the foreground to assist in the planning for a trauma informed and mental health focused approach. In addition, we have developed specific Pathways to Success for our students using the Positive Behavior Intervention and Support System (PBIS) supported by New York State Education. PBIS is an evidence-based program that provides ideas to support teaching, modeling and recognizing positive, appropriate behavior in schools and identifies systems for logically responding to classroom and individual student problems. Improving student academic and behavioral outcomes requires that *all* students have access to the most effective specially designed instruction with positive behavioral interventions and support. Our Pathways to Success is a proactive multi-tiered system of support approach that emphasizes guided behavior change through positive language and reinforcement. We have established several clear rules for the behavior we expect in all areas of our school (matrix).

Essential Partners for a collaborative approach to supporting student mental, social emotional, educational growth and well-being include: Parents/Guardians, Teachers, School Counselors/Social workers/Resource Counselors, Administration, and Students.

Social workers address the psychological and social well-being of our students. They provide information and counseling and help students, parents and school staff work together to solve problems by communicating amongst stake holders and providing referrals to other resources. All students minimally have access to their counselor and social worker once a week. Mental health, well-being, trauma-responsive and restorative practices, and SEL has been expanded beyond student specific supports and aim to support family units as a whole. Social workers continue to assist in the processing of the current climate and its adverse effects on social emotional well-being.

Teachers and social workers communicate regularly with students, parents/guardians and other teachers concerning growth, achievement and social emotional wellbeing. Social workers are to regularly review students' educational and social emotional programming to assure progression and appropriateness.

Teachers, administrators, social workers, and parents/guardians will maintain open lines of communication through regular phone calls, virtual meetings, and emails to strengthen partnerships and work collaboratively to best meet student needs.

Additionally, all New Directions Youth and Family Services employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling.

We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. New Directions Youth and Family Services support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and

supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

School Schedules

All school schedules will be monitored and/or changed pending changes to the NYS COVID Dashboard – 7 metrics

In person instruction will mandate minimum change from our schedule prior to the COVID 19 pandemic. Due to limited available space and personnel, all staff and students would be required to wear masks throughout the school day and maintain social distancing wherever practical. Mask breaks would be provided where social distancing can be achieved.

Remote Learning (Opt out only)	
Preschool	Full Cohort of day students - two classes at 8:1:3 self-contained
Elementary	Full Cohort full students - five classes @6:1:2 self-contained
Middle School/High School	Full Cohort of day and residential students, seventeen classes @ 6:1:1 and Physical Education @12:1:2, students transitioning to credit bearing courses as their educational plan course itinerary requires.

- Should parents/guardians opt out of in person instruction, a third Cohort will account for students that will engage fully in remote learning. Speech, OT/PT, and other services will likewise be provided virtually.
- Speech/OT/PT, and other services will to be done in person for on site students

Hybrid model will include in person instruction every other day with rotating Mondays. There will be two in-person cohorts.

Cohort 1, Cohort 2:

- in person learning (classwork, project, hands-on teacher assisted practice or application)
- two CONSISTENT days per week with alternating Mondays for each cohort
- remote learning for non-in person days (instructional information as a flipped classroom)
- The hybrid learning model allows for students to be socially distanced during transportation as well as in the classroom environment.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 3 (remote learning only per opt out)					
1	Cohort 1	Cohort 1	Cohort 2	Cohort 1	Cohort 2
2	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2

- Should parents/guardians opt out of in person instruction, a third Cohort will account for students that will engage fully in remote learning. Speech, OT/PT, and other services will likewise be provided virtually.

- Speech/OT/PT, and other services will maintain flexibility to be done in person or virtual to best suit family needs.

Remote learning will include the following:

Online Instruction:

- K-8 IPADS/Tablets, Classroom Seesaw
- 9-12 Chromebooks, Google Classroom

Offline Instruction:

Directions, Textual/Visual information, Guided notes with modifications/Independent Activity
Text, email, telephone academic support

Create appropriate, differentiated home learning experiences for students in their classes. In compliance with NYS guidelines, students' IEPs will be implemented to the greatest extent possible. We want to provide for the right instructional balance not to overload students (and guardians) but to support academic progress. A predictable format will help our students navigate this new way of learning. The criteria for each learning experience are as follows:

- Purpose: Lesson Objective
- Agenda: Expectations and modifications for students
- Instruction: Clear and specific guidelines for students
- Engagement: Ways for students to actively participate
- Assessment/Feedback: Check for student understanding and learning

Format for learning experiences:

1. Recorded lessons (Video)
2. Written Instruction/Examples (Hard Copy)
3. Independent work posted (Website, Seesaw)
4. Independent work (Hard copy) delivered at 2-week intervals
5. Teacher clarification, modification, feedback (Seesaw, Email, Zoom, Skype, Telephone)
6. Teacher Aide, Resource Counselor supports (Seesaw, Email, Zoom, Skype, Telephone)
- 7.

Recommended Learning Experience Times:

K-1	2	3-5	6-8	9-12
15 minutes per learning experience	20 minutes per learning experience	25 minutes per learning experience	30 minutes per learning experience	30 minutes per learning experience
				Up to 6 classes

Sample Elementary Schedule

Day 1	Day 2	Day 3	Day 4
Reading	Reading	Reading	Reading
Writing	Writing	Writing	Writing
PE	Art/Music	PE	Art/Music
Math	Math	Math	Math
Science	Social Studies	Science	Social Studies

Sample Middle School Schedule

Day 1	Day 2	Day 3
ELA	ELA	ELA
Math	Math	Math
Science	Science	Science
Social Studies	Social Studies	Social Studies
ASL/Tech	Art/Music	P.E.

High School Schedule

- Coursework provided according to student class schedule, needed coursework towards graduation.

Grading and Reporting:

- Teachers will track student progress to ensure participation and check-in with students. If a student is struggling or non-participatory both the teacher and social worker will provide support and assist in providing services to assist student and families. Compassion and understanding will always govern decisions.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

NDYFS schools will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Attendance will be recorded daily in *ESchoolData*, our student management system based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, the Henrietta G. Lewis Campus school and the Wayne A. Secord Therapeutic Preschool are committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The NDYFS schools addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Social Workers establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The Henrietta G. Lewis Campus School and the Wayne A. Secord Therapeutic Preschool has been committed to ongoing planning and implementation of technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. The Henrietta G. Lewis Campus school and the Wayne A. Secord Therapeutic Preschool recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. The schools will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, NDYFS will take the necessary steps to meet their needs where plausible.

2. Conduct and/or maintain an inventory of equipment and other assets.
 - a. Identify which students, families, and staff have district assets in their possession.
3. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement via Chromebooks, Tablets/IPADS, Seesaw
4. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
5. Arrange a support system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

The Henrietta G. Lewis Campus School and the Wayne A. Secord Preschool will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Google Meet/Zoom or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom or other Learning Management Systems(LMS)). In the event students do not have sufficient access to devices and/or high-speed internet, NDYFS schools will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc. NDYFS schools will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that Instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

Teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a hybrid learning model is necessary, cohorts will assure equity. As all our day school students are special education and our residential population would be deemed "high needs" students.

Therefore, all students, both residential and day, will receive an average 2.5 in person instruction per week. When a remote or hybrid learning model is necessary, students will be provided with the technology or connectivity they need.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

In-person Instruction

Upon reopening, the number of students in each of our classrooms will be the approved special education ratio for the Henrietta G. Lewis Campus school and the Wayne A. Secord Preschool. reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart. The lack of usable square footage within the school deters the ability to consistently maintain a 6 ft. radius around students in all classrooms.

Current staffing levels will be insufficient to accommodate the any expanded number of classrooms needed to ensure social distancing.

All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music) will be pushed into the classroom wherever possible. Whenever possible students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity.

To the extent possible, students will remain in small cohorts if/when leaving the classroom for any necessary transition so as to reduce their exposure to additional students.

Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our school has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment which we consider to be the most appropriate/feasible model given our physical footprint, staff abilities and the needs of our special education students.

Instruction will not only focus on "core" subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards. Teachers will be able to guide and model remote learning formats to assist our special education students with routine and structure

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. We will use a five-scale grading rubric based on levels of competency/mastery, which can then be aligned to numeric bands (for GPA purposes).

Staff Guidelines for all models

Teachers

- Create appropriate, differentiated learning experiences for students on their caseload. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible.
- Keep a record of home learning experiences distributed to students throughout closure.
 - Create communication to allow progress monitoring of student progress/ IEP goals
- Inform building principals of students/families who are not engaging and are not reachable. Building principals will further coordinate communication efforts.
 - Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to student/families.
 - Participate in virtual faculty, team, or CSE meetings, as needed.

Social Workers/School Counselor/Behavior Specialist

- Work with building principal to identify high needs students who may need more frequent check-ins, create list of "staff support" and provide student contact information.
- School based mental health staff and counselors should maintain a level of connectedness to students with known needs (one – two times per week), in addition to students who receive IEP counseling services.

Above)

- Coordinate with Building Leadership regarding instructional plans for At-Risk students, including seniors receiving Tier II/Tier III supports for Graduation Plans.
- Participate in virtual faculty, team or CSE meetings, as needed.
- For out of district case management, please continue to coordinate between students, families and providers to support access, monitoring and problem solving.
- Create office hours, at least once per week, in order to be available for students/families/other staff.

Related Services/Title I Teacher

Create appropriate, differentiated learning experiences for students on caseload. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible.

- Create communication to allow progress monitoring of student progress/ IEP goals.
- Collaborate with classroom teachers to understand which standards are being focused on in order to ensure continuity of instruction. Communication:
 - Determine with classroom teachers how lessons

will be communicated to students/families, minimizing the number of emails and/or communications a family may receive.

- In coordination with classroom teacher, provide ongoing feedback to students • Keep a record of differentiated home learning experiences distributed to students throughout closure.
- Collaborate to individually, or as a part of a team, to establish office hours, at least once per week, in order to be available for students/families/other staff. (Coordinate with classroom teachers so times do not overlap)
- Participate in virtual faculty, team, CSE meetings, as needed.

Teacher Aides/Resource Counselors

- Support teachers of record to create appropriate, differentiated home learning experiences for students. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible.
- Check in weekly with teacher or staff work most closely with to see how they can support.
- May serve as a "Tier II mentor" as needed, as well as to support materials management, coordinate data and ongoing progress monitoring tools through collaboration with SPED teacher.

Special Education

As our educational programs at the Henrietta G. Lewis Campus School and the Wayne A. Secord Preschool our alternative special education programs, our reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services at the Henrietta G. Lewis Campus School and the Wayne A. Secord Preschool provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). The Henrietta G. Lewis Campus School and the Wayne A. Secord Preschool will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (e.g. Related Services Log). The district 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.

The Henrietta G. Lewis Campus School and the Wayne A. Secord Preschool is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we

will maintain regular communication with the parents/guardians and other family members of to ensure that they are engaged in their children's education during the reopening process

The Henrietta G. Lewis Campus School and the Wayne A. Secord Preschool will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

The Henrietta G. Lewis Campus School and the Wayne A. Secord Preschool will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools \(July 16, 2020\)](#)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools \(July 13, 2020\)](#)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health \(July 13, 2020\)](#)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#)
- (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#)
- (June 26, 2020)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.](#)
- (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency. \(June 26, 2020\)](#)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)

Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

A link to the public website where each school plan has been publicly posted A set of mandatory assurances that the reopening plan includes all the mandatory elements outlined in the NYSED guidance

NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.

Also by July 31, 2020, districts must complete a short companion [Department of Health survey that includes a link to the publicly posted plan on the district/school website.](#)