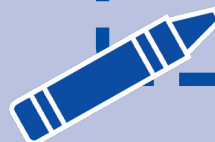
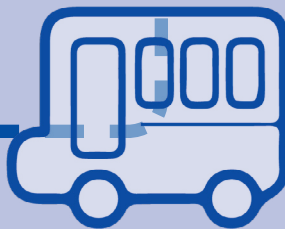


SCHOOL YEAR 2020-2021: RCSD REOPENING

December 2020



ROCHESTER CITY SCHOOL DISTRICT 2020-21

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Pre-K Coaches

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WORKING VOCABULARY

The following terms are used throughout this document:

Asynchronous Learning (AL)

Learning experiences that the student will be expected to engage in that will NOT involve a live, real-time interaction with the teacher. Asynchronous learning experiences may take the form of a pre-recorded video of the teacher providing direct instruction, a video of another teacher (RCSD or otherwise) teaching a skill, a link to an article for a student to read and respond to, a math or science problem set to be worked on and submitted for feedback, etc.

Hybrid Learning (HL)

A way of combining traditional classroom experiences, experiential learning objectives, and digital course delivery that emphasizes using the best option for each learning objective.

Remote Learning (RL)

Remote learning, also referred to as distance learning, gives learners who aren't in a physical location for in-person education, access to online learning materials.

Synchronous Learning (SL)

Learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used, among other things, for large group, small group, and/or individualized direct instruction, collaborative discussions, writing conferences, intervention services, student assistance, and community building/social emotional learning experiences.

Virtual Learning (VL)

Virtual learning is a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the school.

Simultaneous Instruction

Teachers deliver instruction to students who are both in-person and remote at the same time.

FROM THE SUPERINTENDENT

Dear Students and Families of the Rochester City School District,

At the end of July, we shared our plan to reopen Rochester schools. Since that time, we have been deliberating the best way to ensure that all our students receive access to high-quality grade-level instruction in the safest way possible. We have been listening to feedback from parents, teachers, staff, and community members who have expressed concern over the continued spread of COVID-19.

In August, Governor Cuomo announced that levels of COVID-19 are low enough to open schools in New York State. Since then, the District has revisited all three of the learning models outlined in our reopening plan – in-person, remote, and a hybrid model of both.

While this is not an easy decision to make, we have decided that all Rochester students will begin the school year in September under a remote learning model and not the hybrid model we originally proposed. We carefully considered the Governor's expectations around testing and contact tracing, particularly the additional planning with the Health Department that will be needed, and the input we received from the Rochester community and the experiences of other urban districts around the country.

This decision was made in close collaboration with our school leaders and with the support of local health officials. We know that being in the classroom is the best way to support the whole child and help our students grow; however, we are listening to the advice of medical experts, and the reality is that there are still concerns about having large numbers of students in small-contained spaces. While we understand that remote learning is not easy, we are confident that our teachers, administrators, and support staff will continue to work hard to ensure that your children have the materials and supports necessary to be successful.

The health and well-being of our students, teachers, staff, and their families is our top priority, and we are committed to doing our part to help Rochester get back on track and keep our students and educators healthy. Moving forward, we will continue to monitor key indicators, including the number of cases, testing capacity, and indication of community spread, to determine if we can shift back to in-person learning, where we hope to return our students to school after the first ten weeks.



With approval from the Board of Education, the District is adjusting the start of the school year. There will be four days of staff professional development from September 8 - 11, and the first day of school for students will be Monday, September 14.

Together, we will navigate through this school year to ensure that high-quality learning takes place for all students in a fair and equitable way. Thank you for your continued support, patience, and partnership.

Sincerely,

A handwritten signature in black ink that reads "Lesli C. Myers-Small". The signature is written in a cursive, flowing style.

Lesli Myers-Small, Ed.D.
Superintendent of Schools

INTRODUCTION

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

On Monday, July 13, Governor Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in each region. Given the fluidity of the pandemic situation, the Rochester City School District made the decision to adopt a 100% virtual learning model for the first 10 weeks of the 2020-2021 school year.

As we continue to navigate these uncharted waters due to COVID-19, the District is taking additional steps to support our students, teachers, schools, and community. The RCSD Academic Continuity Plan works to meet the objective of providing additional guidance and support for an extended period of virtual learning not fully contemplated in the earlier version. Creation of this document is made possible by nine sub-workgroups, which are composed of cross-functional teams formed across the organization. Two core components that grounded the workgroups were Academic and Instructional Continuity and Health and Safety.

In this document, we will clarify the roles of students, teachers, and families relative to virtual learning, as well as the different options teachers have for content delivery. We will clarify expectations relative to the amount of time students will need to devote to schooling each day and throughout the week. We will provide updated information on the resources that are available for students, teachers, and parents to use during this time.

Core principles that the teams focused on during development are:

- **Health & Safety:** Maintain health and safety for all by ensuring proper safeguards
- **High-Quality Student Learning:** Accelerate student learning and thriving
- **Equity:** Provide the best learning environment to meet the needs of ALL students
- **Stakeholder Engagement:** Engage with our stakeholders to ground our work in the needs of our students, staff, families, and communities and support all stakeholders in adapting to a new reality
- **Fluidity and Continuous Improvement:** Apply best practices, research-based insights, and continue to iterate and be responsive based on new learnings and changing circumstances

The RCSD Academic Reopening Plan Sub-Workgroups are:

- Professional Development/Training
- Family Communication/Technology
- Virtual Learning and Grading
- Support for ELL Students
- Assessment Strategy/Support
- Support for SPED Students
- Student Advising/Attendance
- Social-Emotional Learning
- Health and Safety

Parent Meetings

When Governor Cuomo announced on August 7, 2020 that all schools in New York State could open, he also directed the Big Five school districts across the State to hold five discussion sessions with parents and caregivers, and one with staff before August 21. The District conducted these sessions via YouTube, where parents and staff members were able to submit questions in advance of and during those meetings. Staff members were available to answer questions and provide feedback to stakeholders on the District's reopening plan. One of the forums was also streamed live in both English and Spanish to provide this vital information to the District's Spanish-speaking families.

GUIDING PRINCIPLES

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

1. Plan For Multiple Reopening Scenarios And Contingencies To Ensure The Health, Safety, And Well-Being Of All Students And Staff
 - It is essential that district leaders and staff anticipate the reality of multiple potential scenarios associated with the reopening process. These may include a return to in-person learning, the continuation of virtual learning, or a blended approach involving some students and staff returning to in-person learning while others continue to participate in remote learning. Policies and procedures must be in place and maintained consistently for attendance, health screening, and quarantine procedures, school closures, social distancing, hygiene, and cleaning aligned with the unique challenges of each scenario (in alignment with recommendations from the Centers for Disease Control and Prevention).
2. Build A COVID-19-Response Reopening Infrastructure Aligned With Changing Scenarios And Needs
 - It is essential that leaders and staff prepare for a changing landscape when reopening occurs. Careful consideration must be given to safety and sanitation, the implications of social distancing, and shifting roles and duties of staff as education returns to some form of normalcy. Accommodations must be made to address learning loss as well as ensuring support services for students, staff, and families extending from the crisis.
3. Ensure Students' And Families' Equitable Access To Technology Required For Virtual Learning
 - The COVID-19 crisis has brought a stark spotlight on the many inequities evident in our diverse student populations. A critically important priority is the continuation of free access for all learners to Broadband connectivity, the internet, and related hardware.

4. Provide Continuing Support To Students And Adults To Address Their Immediate And Long-Term Physical, Psychological, Social, And Emotional Needs
 - Without question, social and emotional learning (SEL) is a critically important priority that has emerged from the crisis and related school closures. The psychological, interpersonal, and emotional needs of students, staff, and families must become a key focal point as some form of reopening occurs. In addition to requisite services and resources, SEL strategies and techniques must become a consistent part of classroom instruction, reinforcing safety, well-being, and engagement within the learning community.
5. Make Certain That All Schools Are Trauma-Informed And Trauma-Skilled
 - Extensive professional development is necessary to ensure that staff understand the long-term effects of various forms of trauma (i.e., physical, psychological/mental, and relational). As staff become trauma-informed, district leaders and staff must ensure that policies and practices are in place to address the impact of trauma in its various forms and ensure that schools are safe spaces within which individuals and groups can express their concerns, anxieties, and fears.
6. Prepare For COVID-19-Related Changes In Human Resource Management And Practices
 - Educational leaders must prepare for a variety of potential human resource and related contractual issues that may extend from the COVID-19 crisis into the reopening process.
7. Offer Ongoing Personalized And Differentiated Professional Learning
 - In the new educational environment we are entering, educational leaders must ensure that sustained professional development is available for administrators, teachers, and support staff on a range of crisis-related issues. These include strategies for making virtual learning engaging and interactive, addressing SEL needs among students and staff, and enhancing staff understanding of what it means to be trauma-informed and trauma-skilled.
8. Transform The Teaching-Learning-Assessment Process To Ensure Personalization, Engagement, And Differentiation
 - Educators throughout the United States have confirmed that the COVID-19 crisis has revealed the power and importance of transforming teaching and learning as we typically practice them. Classrooms must be safe, healthy, and inviting learning communities. We must ensure that all students feel respected, acknowledged, and efficacious in their learning process. Our curriculum must be culturally responsive and relevant, organized around such connecting schema as themes, universal and enduring understandings, and essential questions. Similarly, we must overcome our prior tendencies to “teach to the test,” expanding our assessment repertoire to include a balance of formative assessment, criterion-based coaching and feedback, and summative assessment that is performance-centered and—whenever possible—project-based. Classrooms and schools must become increasingly personalized, engaging, and differentiated environments that acknowledge and address students’ varying readiness levels, interests, and learner profiles.

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

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

10. Embrace A New Paradigm For Public Education

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

SCHOOL REOPENING MODEL THE PLAN FOR RETURNING TO SCHOOL

The New York State Education Department (NYSED), along with the Governor's office, encouraged every district to develop three (3) plans: Completely Virtual, Hybrid, or Completely in Person.

Governor Cuomo announced on July 8, 2020, that a final decision regarding school reopening would be made during the first week of August (Aug. 1-7, 2020). The RCSD has chosen to adopt the Virtual model for the first 10 weeks of school. All schools and programs in the district opened during the 2020-2021 school year virtually.

In October 2020, the District recommended returning Students with Disabilities in Grades K-12 that are enrolled in Specialized Programs to a hybrid model of instruction with four days of in-person learning with one day of asynchronous learning. In November, Superintendent Lesli Myers-Small presented an updated reopening plan to the Board of Education, which approved a phased model that could return more students to hybrid learning in phases.

Students in Grades PreK-6 will begin hybrid learning on February 8, 2021 and students in Grades 7-12 will begin hybrid learning on February 22, 2021.

Parents have been surveyed to determine their preference for remote or hybrid learning. The results of these surveys are here.

During all phases of implementation, parents/caregivers will continue to have the choice to continue with 100% remote learning for their child. Students in grades PreK-6 will begin hybrid learning on February 8, 2021, with students in grades 7-12 beginning their hybrid learning on February 22, 2021.

RCSD Reopening Plan Phases

These guidelines will be subject to change and adaptation as public information and needs shift.

	What students?	When?	What location?	Learning Model Options	
Phase 1	K-12 Specialized Programs (SPED)	January 5, 2021	K-6: Home Schools (except East & Franklin Lower) 7-12: Attend Edison, Wilson Foundation, or Wilson Commencement	Hybrid or Remote	*All PreK-12 remain remote
Phase 2	All PreK-6	February 8, 2021	PK-6: Home Schools	Hybrid or Remote	*All 7-12 remain remote
Phase 3	All 7-12	February 22, 2021	Home Schools with learning pods	Hybrid or Remote	

Students in Specialized Programs will revert to bell schedules published prior to the 2020-21 school year as of January 4, 2021. All other students will revert to the bell schedules published prior to the 2020-21 school year as of February 8, 2021.

ACADEMIC PLAN LEARNING MODELS

Phase 1

Grades: K-12 Students with Disabilities in Specialized Programs

Begins January 5, 2021

HYBRID Model: Hybrid students will come to school for four days to receive in person instruction, allowing students to have weekly contact with teachers. These class sizes range from 6 students to 12 students, allowing for social distancing. These days will be Monday, Tuesday, Thursday, and Friday. Wednesday will remain a day for asynchronous online learning for all students.



On days that Hybrid students are in person, teachers will deliver instruction to students who are both in-person and remote simultaneously.

REMOTE Model: Remote students learn remotely all five days, with all classes delivered virtually, using synchronous/asynchronous learning. Wednesday will remain a day for asynchronous online learning for all students.

Phase 1: Grades K-12 Specialized Services Example Schedule of Learning Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid	In-Person	In-Person	Remote (AL)	In-Person	In-Person
Remote	Remote (AL/SL)	Remote (AL/SL)	Remote (AL)	Remote (AL/SL)	Remote (AL/SL)

Phase 2

Grades: Grades Pre-Kindergarten to Six
 Begins February 8, 2021

HYBRID Model: Hybrid students will come to school for two consecutive days to receive in person instruction, allowing students to have weekly contact with teachers. These days will be Monday and Tuesday, as scheduled. The other three days will be delivered virtually, using synchronous/asynchronous learning. Wednesday will remain a day for asynchronous online learning for all students.

On days that Hybrid students are in person, teachers will deliver instruction to students who are both in-person and remote simultaneously.

REMOTE Model: Remote students learn remotely all five days, with all classes delivered virtually, using synchronous/asynchronous learning. Wednesday will remain a day for asynchronous online learning for all students.

Phase 2: Grades PK-6 Example Schedule of Learning Models

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid	In-Person	In-Person	Remote (AL)	Remote (AL/SL)	Remote (AL/SL)
Remote	Remote (AL/SL)	Remote (AL/SL)	Remote (AL)	Remote (AL/SL)	Remote (AL/SL)

Phase 3

Grades: Grades 7-12
 Begins February 22, 2021

HYBRID Model: Hybrid students will come to school for two consecutive days to receive in person instruction, allowing students to have weekly contact with teachers. These days will be Thursday and Friday, as scheduled. The other three days will be delivered virtually, using synchronous/asynchronous learning. Wednesday will remain a day for asynchronous online learning for all students.

On days that Hybrid students are in person, teachers will deliver instruction to students who are both in-person and remote simultaneously.



REMOTE Model: Remote students learn remotely all five days, with all classes delivered virtually, using synchronous/asynchronous learning. Students in Grades 7-12 will have access to Learning Pod in-person support and enrichment, as scheduled by the school. Wednesday will remain a day for asynchronous online learning for all students.

Phase 3: Grades 7-12 Example Schedule of Learning Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid	Remote (AL/SL)	Remote (AL/SL)	Remote (AL)	In-Person	In-Person
Remote	Remote (AL/SL)	Remote (AL/SL)	Remote/PODS(AL)	Remote (AL/SL)	Remote (AL/SL)

RCSD Academic Plan Instructional Model Descriptions

Phase 1

Grades K-12 Students with Disabilities in Specialized Programs Instructional Model

Model: Hybrid Learning and Remote Learning Models

This model will meet the needs of students who demonstrate significant academic learning needs. The Hybrid model will include in person Instruction for four days and Virtual Learning for one day. On days that Hybrid students are in person, teachers will deliver instruction to students who are both in-person and remote simultaneously. The instruction provided will align with each student's needs, as outlined in their Individualized Education Program (IEP). Related services will be provided in-person and or via tele-therapy sessions. Remote Students will receive instruction through the virtual learning model, delivered asynchronously/synchronously.

Remote Students will receive instruction through the virtual learning model, delivered asynchronously/synchronously. Remote students will continue to receive related services via tele-therapy sessions,

and in-person sessions can be arranged with the provider and Associate Director. Curriculum and instruction follows the general education Common Core curriculum with modifications based on student needs.

Phase 2

Grades Pre-K–6 Students, including Bilingual and Special Education Programs, Instructional Model Model: Hybrid Learning and Remote Learning Models

In the Hybrid learning model, some students attend class in-person, while others join the class remotely. Teachers will teach remote and in-person students simultaneously using Seesaw and Google classrooms as our primary platforms. Hybrid learning will also include asynchronous learning opportunities for all students. Teachers will utilize a variety of methods to ensure that students are engaged and have access to high-quality experiences every day.

In the hybrid model, students will receive four days of synchronous instruction. Two consecutive days will be in person, two days will be fully remote, and one day will be completely asynchronous. On days that Hybrid students are in person, teachers will deliver instruction to students who are both in-person and remote simultaneously.

Please note: The hybrid model within RCSD does not change what students are being exposed to. The hybrid model only changes the method or setting for students to receive instruction. Students will remain with their existing cohorts and in most circumstances keep their existing teachers. Therefore, learning will continue to build on the classroom communities that have already been established. Each school will be responsible for ensuring that staffing and supports are designated to support our hybrid model and district required instructional schedules. On days that Hybrid students are in person, teachers will deliver instruction to students who are both in-person and remote simultaneously.

Simultaneous Instruction

What is Simultaneous Instruction?

It is recognized that the shift from the 100% remote instructional to a hybrid model using simultaneous instruction is a new ask for our teachers. Simultaneous Instruction is when teachers deliver instruction to both students who are in-person and remote at the same time. We believe that allowing teachers to keep their cohort of students, giving opportunity for students to come into school building and finding ways to increase instructional time culminated in the identification of simultaneous instruction as the best option for students for the duration of SY 2020-2021.

In order to successfully engage students in a hybrid and/or remote learning environment, educators must provide:

- Clear and consistent directions, expectations, and places to look for resources and support to ensure everyone is on the same page
 - Opportunities for ownership and choice in their learning experience
 - Structures to engage non-verbally to build safety and confidence when participating
 - The chance to participate in effective small-group discussions around both academic and non-academic content to build meaningful relationships with their peers
 - Time to move throughout the day to engage their bodies and minds
- (cited from: Learning Commons, 2020)*

Guiding Considerations

To prepare for the implementation of this particular hybrid model, research was done to gather information on simultaneous instruction. The Rochester City School District has applied guidance published by the [National Institute For Excellence in Teaching](#) to our reopening model. This includes consideration regarding the schedule and staffing models in our schools, as described, and maintenance of the bell schedules.

Most frequently seen in the secondary model, simultaneous instruction has become an option for school districts across the country who are finding ways to respond to the challenges created by the pandemic and positively impact the loss of instructional time. Nationally, teachers have reported that actively and continually engaging students during remote and hybrid learning is a key challenge, complimented by simultaneous instructional approaches. Students may struggle to be physically and mentally present for a multitude of reasons, including managing distractions at home, facing issues of trauma, dealing with technology challenges, and more. In the RCSD Reopening Plan, we are supporting students to ensure they are engaged in ways that meet their socio-emotional and learning needs.

Our goal is to ensure that students remain engaged in spite of these challenges. Hung et al (2010) suggest concrete strategies to do this include: improving clarity of course objectives, expectations, and structures; helping students establish routines for time- and information-management; provide pre-assessments to help students understand existing levels of mastery and set goals; and, help students build processes for peer engagement and help-seeking.¹

To facilitate the transition to simultaneous learning, the RCSD has adopted a comprehensive picture of support offered in anticipation of the launch of Phase 2 and Phase 3 instruction. Below please find a brief overview of the supports to date to support the launch of Phase 2 and Phase 3 respectively:

Professional Development	<ul style="list-style-type: none">• On January 13, 2021, a live stream session available to all RCSD staff was broadcasted, offering a foundational understanding of what simultaneous instruction looks like in the K-12 setting.• On January 20, 2021 and January 27, 2021 facilitators shared sessions focused on specific content areas. Facilitators included content directors, members from IM&T, Bilingual Staff and Special Education representation.• These sessions were content specific. They provided targeted information for teachers on how to access curriculum materials, best practice suggestions for implementation and special consideration for diverse populations. Recordings of past sessions can be found on the RCSD website.
Ongoing Office Hours	Content Directors and the Instructional Management and Technology department's members continue to maintain office hours where individual teachers can solicit and receive support in targeted areas.

Principal Huddles	School building leaders have been engaging in consistent informational meetings where they are receiving key information and representing the needs of teachers. In these meetings, Principals have expressed concerns and areas to respond to. They have also received ongoing updates about Phase 2 and Phase 3. Agendas were sent to the Board of Education by the School Chiefs.
Instructional Considerations	<p>Lesson Planning</p> <ul style="list-style-type: none"> • The RCSD does not require a district-wide lesson template, nor are teachers required to submit lesson plans for review. Therefore, if a teacher requires support to plan targeted simultaneous lessons, they should reach out to their building-based or central office leader individually. In instances where a school leader believes that more comprehensive supports are needed, they have reached out to all available content directors. <p>Curricular Materials</p> <ul style="list-style-type: none"> • The curricular materials needed to design coherent instruction are available on RCSD Learns and the Instructional Framework website. This has been a constant resource that was available before the Covid-19 shut down. Tailored resources are available that respond to unfinished learning and teacher for both mathematics and English Language Arts. These materials are continually being updated to reflect shifts in our instructional data. • We have an adopted literacy program in which teachers have access to electronic materials that can be deployed for student use. Furthermore, hard copy books are available at the building level should a teacher elect to have her in-person students utilize paper books for instruction. • Mathematics materials are all online. Teachers can download those materials for printing and distribution should they want to allow students in-person to write in lieu of typing. • The materials that each individual teacher selects to provide high-quality instruction are primarily dictated by the teacher. <p>Special Subject Teachers</p> <ul style="list-style-type: none"> • Specific guidance has been developed for special areas teachers and building administrators to refer to.
Frequently Asked Questions	During January, multiple opportunities to collect and respond to targeted inquiries have been met. A Frequently Asked Question (FAQ) document was developed and shared, which can be accessed here .

More information regarding these areas is included in this plan.

Phase 3

Grades 7–12 Students, including Bilingual and Special Education Programs, Instructional Model Model: Hybrid Learning and Remote Learning Models Remote Virtual Instruction with Learning Pod Supports

In the Hybrid learning model, some students attend class in-person, while others join the class remotely. Teachers will teach remote and in-person students at the same time using Google classrooms and Zoom as our primary platforms. Hybrid learning will also include asynchronous learning opportunities for all students. Teachers will utilize a variety of methods to ensure that students are engaged and have access to high-quality experiences every day.

In the hybrid model, students will receive four days of synchronous instruction. Two consecutive days will be in person, two days will be fully remote, and one day will be completely asynchronous. Please note: The hybrid model within RCSD does not change what students are being exposed to. The hybrid model only changes the method or setting for students to receive instruction. Students will continue with their existing cohorts current schedule and, in most circumstances, keep their existing current teachers. Therefore, learning will continue to build on the classroom communities that have already been established.

Each school will be responsible for ensuring that staffing and supports are designated to support our hybrid model and district required instructional schedules.

In the Remote learning model, all students will remain completely virtual. While primary instruction for these students may be delivered in a remote setting, students will have the opportunity to have in-person support in learning pods. Learning pods are small-groups of students with similar needs who are brought together to receive tailored and individual support. Where possible teachers will schedule in-person weekly visits with students followed by consistent virtual visits and touch points through the week. This in- person time will consist of small-group learning and opportunities for adults to check- in with each student individually.

All students in grades 7-12 are eligible to participate in in-person learning pods. Priority access and identification will be provided to students who:

- share a need to have in-person support with a trusted adult on a consistent basis;
- are identified by a teacher or member of the school based team member as a student who could benefit from in-person supports and/or targeted intervention;
- are a member of a schools identified target group. Examples of target groups are students enrolled in a specific course, students with unique needs or students who could benefit from a shared learning experience. All high schools are expected to specifically design learning pods for our 9th grade students and our current seniors.

Participation in a Learning Pod

In collaboration with the School-Based Planning Team, each school has the option to a learning pod plan that responds to their unique school-based and students needs. The plans will be built using the following parameters:

Learning Pods may meet on a consistent basis. Schools may plan a weekly schedule for each teacher that allows for them to connect both in-person and virtually with their learning pod students. Each learning pod should consist of no more than 12-15 students per day and should be grouped by shared needs and student profiles as determined by school-wide information, achievement data, and supporting information.

Learning pods may be primarily academic focused and should respond to the needs of the students who are attending. Teachers will be available to meet with students to support with assignments, provide feedback and troubleshoot issues that are preventing students from being successful with their remote learning. Schools will work with teachers to group students accordingly and develop robust plans to ensure success.

Additional learning pod supports should be provided by counseling/guidance staff to provide wrap-around services and respond to the social emotional needs of our students.



Virtual Model Support Information:

Computing devices have been distributed to students in grades 3-12 to facilitate remote learning. The District learning packets are intended to support those families and other families who may want additional, alternative resources. In addition, teachers should continue to assign work to students as they have since March 15, in accordance with the District's NYSED approved alternative instruction plan required by Executive Order 202.4.

Methods of Instruction

- Hard copy learning packets aligned to grade-level State standards
- Remote learning
- Teacher-posted assignments in electronic platforms
- Activities from District courses made available electronically
- Live, virtual lessons or videotaped lessons
- Readings or videos accompanied by a means to verify participation, including responding to questions, completing assignments or exit tickets, or student participation in online discussion boards
- Emailed communication, assignments
- Completion of activities to complement core instruction using District-approved online programs
- Virtual conferencing, office hours
- Phone conversations and consultations
- Special Education Services: Individualized Virtual Learning Plans will be written for each student with a disability to reflect how the District will implement the student's special education programming and related services in the remote learning model
- All students with disabilities will be provided related services (Speech/Language, Occupational Therapy, Physical Therapy, Music Therapy, and Psychological Counseling) as outlined on their IEP through telepractice as documented on their Virtual Learning Plan

Virtual Learning Instructional Model: Definitions

Asynchronous learning – these are learning experiences that the student will be expected to engage in that will NOT involve a live, real-time interaction with the teacher. Asynchronous learning experiences may take the form of a pre-recorded video of the teacher providing direct instruction, a video of another teacher (RCSD or otherwise) teaching a skill, a link to an article for a student to read and respond to, a math or science problem set to be worked on and submitted for feedback, etc.

Synchronous learning – these are learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used, among other things, for large group, small group, and/or individualized direct instruction, collaborative discussions, writing conferences, intervention services, student assistance, and community building/social emotional learning experiences.

BEST PRACTICES AND RESOURCES FOR SIMULTANEOUS INSTRUCTION

Several resources exist to assist teachers as we move to Phases 2 and 3, which complement professional development that have been offered to teachers. These include practical strategies to make teaching engaging and impactful during these unusual times. The resources outline some common teaching goals and learning techniques often used to achieve those goals, along with corresponding approaches for online synchronous, online asynchronous, and physically-distanced settings.

Below we have provided links to information regarding problems of practice, why they are important, what the research says, and offers actionable solutions, resources, and real-world examples of how others have succeeded. Many links include videos and slides of professional development available for our teachers to participate in on-demand, supporting synchronous instruction.

1. Texas Education Agency (TEA) Remote and Hybrid Learning Hub: Ed Elements simultaneous teaching model training slides and recordings [here](#)
2. Learning Accelerator “[How can blended learning work in a remote setting?](#)” guide.
3. Learning Accelerator Problem of practice on “[How do I ensure students are engaged with each other and the content in a hybrid and/or remote learning environment?](#)” which includes actionable strategies from classrooms around the country
4. Learning Accelerator Problem of practice on [remote teaching and learning](#)
5. Dallas ISD hybrid approach of [simultaneous learning zones](#) and these [webinars for teachers on particular topics](#)
6. Resilient staffing approaches for hybrid classroom Webinar materials [here](#)
7. Teaching Tools: Active Learning while Physically Distancing: [Document](#)
8. [HyFlex](#)
9. [HyFlex Course Design Examples: View examples of a 50-minute and 75-minute class session](#) from Kevin Kelly of San Francisco State University.
10. Columbia School of Professional Studies [HyFlex Teaching: One Class, Three Modalities. How to teach in a multi-modal learning environment. Steps for adapting your course to HyFlex, a sample class session, teaching tips and resources.](#)

Newsletters from The Chronicle of Higher Education on Teaching:

- [Teaching: How To Engage Students in a Hybrid Classroom \(July 9, 2020\)](#). As more colleges move to a form of teaching in which some students are in the classroom and others attend remotely, instructors wonder how it’s possible to engage everyone.
- [Teaching: Making Hybrid Teaching Work for You \(July 30, 2020\)](#). Teaching experts answer questions on how to deal with the challenges of teaching some students in person and the rest remotely.
- [Teaching: Your Questions About Hybrid Teaching Answered \(Aug. 6, 2020\)](#). An online-teaching expert gives advice on challenges around limited technology and active learning in large-enrollment courses.

In addition to these resources, the RCSD is also providing professional development sessions focused on both content and best practices have been provided to teachers throughout the month of January. A Frequently Asked Questions (FAQ) document has been updated to the website to respond to new concerns and questions that arise as a result of our transition to hybrid learning and simultaneous

instruction. We commit to regular updates as we receive inquiries tied to instructional expectations and lesson execution. Departments across the organization are holding office hours for teachers to also receive individual supports as needed.

Demonstration/Model Lessons

Multiple teachers from within the district have agreed to be videoed to demonstrate simultaneous instruction in action. All Phase 1 teachers have been implementing this model since January 5, 2021. We are working to gather lessons learned and implementation feedback. Insights from Phase 1 teachers have informed how we are providing guidance to our next collection of teachers scheduled to return in Phase 2, on February 8, 2021. Additional opportunities are in progress to gather classroom instruction examples, to complement the resources shared.

Contact has been made with other local and national educators to gather, observe and learn from their earlier implementation lessons. Invitations for members of RCSD to visit external classrooms have been extended, potential cross teacher collaboration is being developed and members of the collective Academic Team are working together to identify additional resources for teacher reference.

Job-Embedded Professional Development

Teachers and leaders receive coaching and consistent feedback to improve. Current best practices on building teacher capacity and instructional improvements center on the benefits of job-embedded professional development. When done well, this model allows for an increase in student achievement and creates an environment where teachers can introduce and refine robust instructional strategies.

Next Steps

- The Office of Teaching and Learning is working to identify and schedule with teachers who are open to being recorded for our collective learning purposes.
- The Office of Teaching and Learning will continue to provide additional professional development opportunities through the rest of the year.
- The Office of Teaching and Learning is developing additional opportunities to support teachers with instructional planning and delivery by scheduling office hours where teachers have specific instruction inquiries and can have dedicated appointment time.
- Multiple central office teams continue to collaborate to offer guidance on health, safety, and academic programming to ensure consistent alignment to all outlined expectations.

BEST PRACTICES FOR AT HOME LEARNING

Anchor teaching and learning in meaningful end-of-unit learning outcomes that relate to the real world.

- Use unit-level goals (literacy and content) and target performances to drive teaching and learning
- Honor the spiral design of the standards
- Do more (i.e., go deeper) with less

Use synchronous time for collaborative tasks and to address common misconceptions.

- Use time together for collaboration-rich tasks (i.e., discussion, co-creation)
- Use students' independent work to model and support
- Select whole group mini lessons and practice tasks
- Use technology to infuse collaboration among partners and small groups

Devote asynchronous time to purposeful independent work.

- Connect learner tasks using the end-of-unit learning goals and connecting themes
- Chunk content and use multimodal learning to support cognitive processing
- Use agency to make independent work purposeful and flexible (provide options, passion/choice projects)
- Use technology to infuse collaboration among partners and small groups

Foster peer interaction during synchronous and asynchronous time.

- Establish and use routines for peer interaction asynchronously and synchronously (e.g., use roles; response buddies, thinking partners; connect independent learning to peer discussion)
- Utilize technology to engage students in discussions, academic conversations, sharing of work, giving peer feedback, and co-creating tasks

Establish teacher presence, communicating regularly with students and their families.

- Establish a schedule for communicating with students and parents remotely
- Communicate through print, visual, video, and audio
- Share messages and just listen

Design assessment opportunities as close to instruction as possible.

- “Center on formative practices. Leverage such sources of information as exit tickets, student work, and student discussions. Use these sources of information to inform instructional choices in connection with high-quality instructional materials.”
- “Employ targeted checks for very specific subject and grade-level instructional purposes.”
- “Use assessment to determine how to bring students into grade-level instruction, not whether to bring them into it.” (Student Achievement Partners, 2020-2021 Priority Instructional Content)

RECOMMENDED STUDENT TIME ON TASK

In order to best support virtual learning for students, we will provide general recommendations for how long a student should spend with each content area and activity. We know that every child is different; some may need less time while others may take a little longer. We will provide recommendations for how much time a student should spend (weekly or daily) engaging with each subject. The time on task recommendations are approximations that take into consideration the age and grade level of the student.

INSTRUCTIONAL CONTINUITY PACING GUIDES (ICPGS)

Due to the compressed nature of the virtual learning periods as they relate to instructional minutes, the Department of Teaching and Learning developed new Instructional Continuity Pacing Guides (ICPGs) to help teachers develop virtual learning lessons/assignments for students across all grade levels. The ICPGs will be developed for each subject area. Short webinars can be created and posted in a central folder explaining the information in the ICPGs and how teachers can use these to plan virtual learning lessons/assignments.

Virtual Learning Model: Pre-K

Important Components

- Pre-K will continue to use the High Scope Curriculum, with an adjusted daily schedule and the elements of Active Learning for the basis of teacher planning and student learning.
- Pre K Staff should plan instruction using the KDI's, Early Learning Guidelines, and the Next Generation Standards.
- COR will be used for determining student progress. More information will be forthcoming on an Assessment Schedule and Assessment Requirements.
- A daily pacing guide for the Scope and Sequence of ELA and Math will be provided. The pacing guide will also include Morning Message for building relationships and social emotional support along with Large Group. The Pacing Guide will be updated in two-week intervals.
- Materials will be provided in Take Home Kits to support the lessons and activities in the Pacing Guide.
- Pre-K students will have no more than 110 minutes per day in online instruction.
- Expectation is that an additional 90 minutes per day is reserved for hands-on, experiential learning, purposeful play, and physical development at home
- Related Arts/Resource will be delivered asynchronously on a rotating schedule
- Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule
- Sample student and teacher schedules will be in the appendix

Content Delivery Considerations: English Language Arts (ELA) Grades Kindergarten - 2

Grades K – 2 ELA/Literacy Considerations for the 2020-2021 School Year

Learning new language skills, particularly how to read, is a hallmark of kindergarten and grade 1.

RF.1, RF.2, RF.3, and RF.4 for grades K – 1 Systematic,
Explicit Foundational Skills with Ample Time for Practice

- Students learn about the alphabet and its role in reading.
- They learn how to listen carefully to the sounds inside words: to play with those sounds, to rhyme.
- They learn to match words with beginning sounds, blend sounds into words, and use a whole range of word analysis skills. Lots of practice with all these foundational skills are potent steps toward their becoming joyful and competent readers.
- Through regular opportunities to think, talk, and write about rich stories and other read-aloud books, students' vocabulary and knowledge about how the world works grow exponentially.

- They learn to confer with their peers about topics and texts being studied by responding to the comments of others, asking questions to clear up confusions, and following rules for discussions.
- Students also begin to experiment with writing and are encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

Instructional time for students in Grades K – 2 should include:

- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 2 – 3 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance for grades 2 – 3 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Anchor Texts (See SL.1 for specific guidance for grades 2 – 3 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Anchor Texts (See W.8 for specific guidance for grades 2 – 3 – Recall Information From Provided Sources)
 - explicit teacher modeling of new content
 - opportunities for student practice of targeted skill(s) through speaking, reading, writing, and/or listening
 - reading of decodable text (sentences or text containing previously taught sound/spelling patterns and high-frequency words) that students read and reread for automaticity/accuracy (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Content Delivery Considerations: English Language Arts (ELA) Grade 3

Grade 3 ELA/Literacy Considerations for the 2020 – 21 School Year

- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 2 – 3 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance for grades 2 – 3 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Anchor Texts (See SL.1 for specific guidance for grades 2 – 3 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Anchor Texts (See W.8 for specific guidance for grades 2 – 3 – Recall Information From Provided Sources)

Students in grade 3 become more independent readers and writers. These are pivotal years for students; automating the patterns they learned in K and 1 so they read with fluency and confidence will serve as a foundation for the reading demands in later grades.

- Students continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts—such as words that share the same root (e.g., add and additional)—that help them figure out the meanings of new words.
- They also come to appreciate that some words and phrases have meanings that are not literal (e.g., a piece of cake, hang in there). Recognizing and understanding words help students read increasingly challenging stories and books and continue to build knowledge about the world.

- In addition to reading stories, students spend time with books or articles on subjects such as science, history, and the arts.
- Writing becomes an exciting way for students to use newly learned words and phrases to express ideas. They are writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.
- They also become more confident speakers and listeners as they learn to paraphrase, clarify, explain, and report on information they hear.
- Instructional time to include:
 - explicit teacher modeling of new content
 - opportunities for student practice of targeted skill(s) through speaking, writing, and/or listening (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Content Delivery Considerations: English Language Arts (ELA) Grades 4-5

Grades 4-5 ELA/Literacy Considerations for the 2020-2021 School Year

- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 4 – 5 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance from each of grades 4 – 5 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Grade-Level Anchor Texts (See SL.1 for specific guidance from each of grades 4 – 5 – Conversations and Collaborations Centered on Evidence)
- Fluency Practice With Grade-Level Anchor Texts (Extend RF.4 through grades 4 – 5 – Fluency of Grade-Level Text)
- Regular Evidence-Based Writing About Grade-Level Anchor Texts (See W.9 for specific guidance from each of grades 4 – 5 – Writing to Evidence)

Building the stamina and skills to read widely and deeply from a range of challenging fiction, informational texts, and other materials is fundamental to grades 4 and 5.

- Building knowledge about subjects through informal research projects and responding analytically to literary and informational sources in history, science, and the arts are key to students' continuing success.
- Through wide reading on a topic and attention to vocabulary, students learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning. Students solidify fundamental language skills as they use roots, prefixes, or suffixes to analyze the meanings of complex words.
- Students also make essential strides in their ability to explain plainly and in detail what books say—both explicitly and what is implied from the details.
- By devoting significant time and effort to producing numerous written pieces over short and extended timeframes throughout the year, students are writing effective summaries, book reports, essays, and descriptions of characters or events. (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Content Delivery Considerations: English Language Arts (ELA) Grade 6

Grade 6 ELA/ Literacy Content Delivery Considerations for the 2020-2021 School Year

- Regular Close Reading of Grade-Level Complex, Anchor Texts (See RL.10 and RI.10 for specific guidance from each of grades 6–8)
- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 6–8 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance from each of grades 6–8 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Grade-Level Anchor Texts (See SL.1 for specific guidance from each of grades 6–8 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Grade-Level Anchor Texts (See W.9 for specific guidance from each of grades 6–8 – Writing to Evidence)
- Fluency Practice With Grade-Level Anchor Texts (Extend RF.4 through grades 6–8 – Fluency of Grade-Level Text)

In the middle school grades, students analyze, define, compare, and evaluate ideas with more precision when reading, writing, speaking, and listening. They apply skills they learned in earlier grades to make sense of a range of more challenging books and articles as they address various topics.

- In particular, students' ability to cite specific evidence and make use of the academic language and knowledge they've encountered in their own reading when writing in response to texts matures.
- As they work diligently to understand precisely what an author or speaker is saying, students also learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims.
- Students continue to expand their vocabularies and use new words in their stories, reports, and essays.
- They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners or constructively evaluating others' use of evidence. This ability helps students in every facet of their studies. (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Content Delivery Considerations: English Language Arts (ELA) Grades 7-8

Grades 7-8 ELA/ Literacy Content Delivery Considerations for the 2020 – 21 School Year

- Regular Close Reading of Grade-Level Complex, Anchor Texts (See RL.10 and RI.10 for specific guidance from each of grades 6–8)
- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 6–8 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance from each of grades 6–8 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Grade-Level Anchor Texts (See SL.1 for specific guidance from each of grades 6–8 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Grade-Level Anchor Texts (See W.9 for specific guidance from each of grades 6–8 – Writing to Evidence)

- Fluency Practice With Grade-Level Anchor Texts (Extend RF.4 through grades 6–8 – Fluency of Grade-Level Text)

In the middle school grades, students analyze, define, compare, and evaluate ideas with more precision when reading, writing, speaking, and listening. They apply skills they learned in earlier grades to make sense of a range of more challenging books and articles as they address various topics.

- In particular, students' ability to cite specific evidence and make use of the academic language and knowledge they've encountered in their own reading when writing in response to texts matures.
- As they work diligently to understand precisely what an author or speaker is saying, students also learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims.
- Students continue to expand their vocabularies and use new words in their stories, reports, and essays.
- They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners or constructively evaluating others' use of evidence. This ability helps students in every facet of their studies. (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Content Delivery Considerations: English Language Arts (ELA) Grade 9-12

Grades 9-12 ELA/Literacy Content Delivery Considerations for the 2020 – 21 School Year

- Regular Close Reading of Grade-Level Complex, Anchor Texts (See RL.10 and RI.10 for specific guidance from each of grades 9–12)
- Sequences of Text-Specific Questions and Tasks to Support Close Reading (See RL.1 and RI.1 for specific guidance from each of grades 9–12 – Text Evidence)
- Systematic Work with Text-Based Vocabulary and Syntax (See RL.4, RI.4, L.4, L.5, and L.6. for specific guidance from each of grades 9–12 – Vocabulary and Syntax Important to Comprehension or Expression)
- Frequent Evidence-Based Discussions About Grade-Level Anchor Texts (See SL.1 for specific guidance from each of grades 9–12 – Conversations and Collaborations Centered on Evidence)
- Regular Evidence-Based Writing About Grade-Level Anchor Texts (See W.9 for specific guidance from each of grades 9–12 – Writing to Evidence)
- Fluency Practice With Grade-Level Anchor Texts (Extend RF.4 through grades 9–12 – Fluency of Grade Level Text)

At this level, students are expected to understand more from and make fuller use of written materials, including using a wider range of text evidence to support their inferences. As they address different aspects of the same topic, students make more connections about how complex ideas interact and develop within (and across) books, essays, articles, or other resources.

- Students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials and other resources independently and confidently.
- Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, they expand their literary and cultural knowledge and better understand references and images.
- They also work to develop the flexibility, concentration, and fluency to produce logical, well-reasoned writings and presentations that are supported by evidence. By writing and participating in a variety of conversations, they will practice asserting and defending claims and showing what they know about a subject using appropriate examples and evidence.

These literacy practices that allow students to gain knowledge and skills through the careful study of texts and topics are not only left to ELA, but should also find their rightful place as practices required by the disciplines in science, technical subjects, history, and social studies. (Student Achievement Partners, 2020-2021 Priority Instructional Content)

Mathematics Content Delivery : General Considerations for the 2020 – 21 School Year

For the 2020–21 school year, prioritization of grade-level mathematical concepts combined with some incorporation of prior-grade knowledge and skills, will be essential to support all students in meeting grade-level expectations. Further, at each grade level from kindergarten through high school, the Acceleration of Learning Instructional Plans will provide teachers a framework for strategically drawing in prior grade-level content that has been identified as essential for supporting students’ engagement with the most important grade-level work and suggest ways to reduce and consolidate topics in a way that minimizes the impact to overall coherence (2020-2021 Priority Instructional Content).

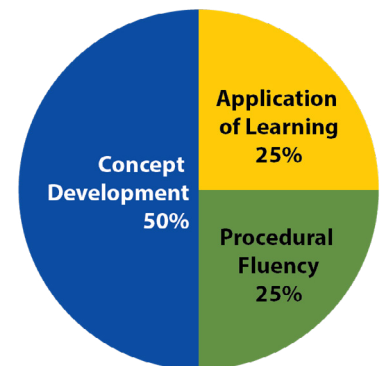
Some of the strategies to accelerate student learning while considering the unfinished learning/teaching from the previous grade level are:

- Engage with core grade-level content based on the acceleration of learning instructional guides adapted to prioritize time spent on grade-appropriate content.
- Put in place appropriate scaffolds to make the work accessible and support “just in time” unfinished learning/teaching needed for success with the grade-level learning outcomes and standards.
- Support identified gaps in foundational skills and knowledge through differentiated instruction and small group instruction

Content Delivery Considerations: Mathematics K-6

Synchronous and asynchronous instruction will focus on the following key elements:

- Procedural fluency depending on the grade level
- Concept development and understanding aligned to grade-level Learning Standards
- Practice and application of new learning
- Independent work
- Small group instruction and targeted interventions based on student needs



Content Delivery Considerations: Science

As you provide equitable, safe, and engaging learning experiences for every student, consider the following:

PreK-5

- There are grade-level standards for grades PK-5.
- Consider the overarching topics for your grade level and focus on helping your students make sense of related phenomena.

- Visit the [RCSD Instructional Toolkit](#) for a list of grade-level topics and additional sensemaking opportunities.
- Example: First grade students learn about light, a teacher provides students with pictures of shadows and encourages them to ask questions, identify patterns, share experiences etc. This is followed by a simple investigation, driven by student questions and ideas.

6-8

- Plan for virtual learners and augment instruction when students are in person.
- Chunk lessons so all students; in person and remote, benefit from teacher-student interaction.
- As you chunk lessons, consider a 10-15 minute activity that students can complete independently and one that requires more teacher guidance. An example can be found below:

Lesson Objective: Students will be able to calculate density using mass measurements and volume.

Lesson Chunk	Teacher	In Person Students	Remote Students
Min-Lesson Check in (5 mins)	Intro to warm up and lesson (projected on Smartboard)	Complete warm-up and listen to lesson introduction	Complete warm-up and listen to lesson introduction
First Rotation (20 mins)	Working with remote students	Independent work - link to activity	Teacher guided practice
Second Rotation (20 mins)	Working with in-person students	Teacher guided practice	Independent work - link to activity
Closure (5 mins)	Working with both groups together	Exit Ticket - density problem	Exit Ticket - density problem

9-12

- New York State recognizes the laboratory experiences are a vital component of any science course. Due to the COVID-19 pandemic, they have afforded districts some flexibilities in providing laboratory experiences to students.
 - Use of virtual laboratory experiences due to current inconsistencies in student access to laboratory materials and experiences - [Memo](#)
 - Fulfilling the 1,200 minute requirement for admission to a Regents Examination - [Memo](#)
- RCSD also recognizes the importance of laboratory investigations and maintaining a high level of instructional rigor. To address the line on the NYSED memo, “Districts should still ensure that students are receiving quality science education that to the greatest extent possible, includes laboratory experiences that prepare students for the performance components of the Regents exams,” the following clarification is provided:
 - Continue offering 1200+ minutes of laboratory investigations to maintain rigor
 - Continue collecting and maintaining written laboratory reports (electronic or paper)
 - Continue [recording lab minutes](#) for every student
- Visit the [RCSD Instructional Toolkit](#) for peer recommended virtual labs and activities.

Social Studies Virtual Learning General Considerations:

Synchronous and asynchronous instruction will focus on the following key elements:

- Attempt to adhere to existing social studies pacing guides while recognizing that due to the current remote/ hybrid structure of schooling, learning will likely take more time.
- Strategies for moving learning forward:
 - Establish a clear purpose for all learning.
 - Consistent use of learning platforms such as Google Classroom.
 - Schedules of what is due when for students and families are helpful to ensure there is clarity regarding what is due when.
- Social Studies Remote/ Hybrid Instructional Focus Areas:
 - Synchronous guidance (In-person/ Zoom):
 - Focus on elements of instruction that are most beneficial to groups of students:
 - Reviewing work completed asynchronously
 - Guided modeling (For example: Modeling how to write an essay with both teacher and student input)
 - Questioning
 - Discussions
 - Collaborative/ group work (adhering to social distancing/ masking procedures when in person)
 - Summative assessment (completed live in an attempt to increase testing security)
 - Asynchronous guidance:
 - Focus on elements of instruction that can be completed individually:
 - Initial content acquisition (videos, articles, chapters...)
 - Pre-recorded teacher modeling
 - Individual work
 - Formative Assessment
 - Summative Assessment

Do not try to plan two different courses. Design for distance first. Then think about what changes the students in front of you will need.

When planning social studies instruction, consider a station rotation model that groups students by location rather than by skill or ability:

Begin each lesson with an opening that contextualizes the lesson, gives directions, and unpacks the day's learning targets and success criteria.

Structure the middle of the lesson around two different stations.

A teacher led station that is used for mini-lessons, skill building, remediation, and/ or feedback.

A practice station for practice, research, reading or viewing, or collaborative work.

Finish the lesson with a closure activity that could include a formative assessment or class discussion.

Be sure to consider the use of paraprofessionals or other adults in the classroom and the needs of English language learners and exceptional learners.

Sample lesson outlines:

1st Grade Example Lesson Outline

Lesson Chunk	Teacher	In Class Students	At Home Students
Whole group check-in 5 minutes	Administrative tasks: Attendance, initial check-ins with students...	Video: Students watch a video that summarizes learning from the last class, unpacks the day’s learning target, and sets expectations for the day’s social studies lesson. Students in-person watch on the SMARTboard, students remote watch from Seesaw.	
First Rotation 15 minutes	Work with in-class group Mini-lesson on identifying symbols on a map.	Work with teacher Mini-lesson on identifying symbols on a map.	Work on assigned task Students identify symbols on a map and compare maps of places to pictures of places. The materials are found in Seesaw.
Second Rotation 15 minutes	Work with at home group Mini-lesson on identifying symbols on a map.	Work on assigned task Students identify symbols on a map and compare maps of places to pictures of places. The materials are on paper.	Work with teacher via Zoom Mini-lesson on identifying symbols on a map.
Closure 5 minutes	Work with individual students Support and check-in with students	Formative Assessment: Independent time Students are asked to circle a park and a river on both a photograph of New York City and a map of New York city. These materials are on paper.	Formative Assessment: Independent time Students are asked to circle a park and a river on both a photograph of New York City and a map of New York city. These materials are on Seesaw.

8th Grade Example Lesson Outline

Lesson Chunk	Teacher	In Class Students	At Home Students
Whole group check-in 5 minutes	Administrative tasks: Attendance, initial check-ins with students...	Video: Students watch a video that summarizes learning from the last class, unpacks the day's learning target, and sets expectations for the day's social studies lesson. Students in-person watch on the SMARTboard, students remote watch from Google Classroom.	
First Rotation 10-15 minutes	Work with in-class group Mini-lesson on the impact of the Progressive Age.	Work with teacher Mini lesson on the impact of the Progressive Age.	Work on assigned task Student read and analyze Progressive Age primary source documents - (Google Doc, assign online using Google Classroom)
Second Rotation 10-15 minutes	Work with at home group Mini-lesson on the impact of the Progressive Age.	Work on assigned task Student read and analyze Progressive Age primary source documents - (print out, online if access)	Work with teacher via Zoom Mini lesson on the impact of the Progressive Age.
Closure 5 minutes	Work with individual students Support and check-in with students	Formative Assessment: Independent time Students make connections across documents to answer the lesson's framing question (pencil and paper or online if access).	Formative Assessment: Independent time Students make connections across documents to answer the lesson's framing question (using Google Suite).

Hybrid Learning Model: Essentials/ Electives

Fine Arts, Library, Physical Education, and Health Education are essential to the daily education of RCSD students. These courses serve to support creativity, independence, physical, social and emotional well-being, especially during a time of change and uncertainty. The Departments of Arts, Library Systems, Health, Physical Education, and Athletics have collaboratively created guidance to ensure that all RCSD students continue to participate in these essential courses and supplemental programming.

All students in grades K-6 will receive weekly synchronous and asynchronous instruction in health, library, music, physical education, and visual art as well as supplemental asynchronous instruction in stage craft (dance and theatre). All students in grades 7-12 will receive weekly synchronous and asynchronous instruction in their regularly requested and scheduled electives courses.

Hybrid Learning Model: Instrumental Music

- Instrumental music lessons will be offered to students in grades 4-12 remotely through Zoom.
- Students who have previously played an instrument will continue with their lessons through remote instruction.
- Musical instruments, method books, sheet music, and supplies will be provided and distributed by instrumental music teachers. Arrangements will be made for distribution between instrumental music teachers and students/families.



Marching Band and Theatre Program

- The Pride of Rochester Marching Band will continue to meet weekly via Zoom.
- ROC City Players Theatre Program will continue to meet weekly via Zoom.

Please visit www.rcsdk12.org/arts for more information.

Hybrid Learning Model: Library Services

As a core essential subject, libraries and librarians support the entire school community by providing access to resources and information. Their role is even more important now in a virtual environment as we navigate technology, the Internet, and digital resources. Librarians will continue to provide instruction, research, and reference support in synchronous and asynchronous environments.

Instructional Strategies

- Library instruction will occur in a hybrid and/or virtual learning environment during scheduled classes and open access. Librarians will collaborate with classroom teachers to provide instruction on information literacy and digital literacy skills through the content areas, using the suggested synchronous/asynchronous guideline in the appendix.
- Librarians will plan instruction using the Empire State Information Fluency Continuum (ESIFC). The ESIFC is informed by and aligned with the new AASL Standards Framework for Learners, the ISTE Standards for Students, New York State Next Generation English Language Arts Learning Standards, New York State P-12 Science Learning Standards, New York State K-12 Social Studies Framework, and The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies (National Council for the Social Studies).
- Host book clubs using Zoom/Google Classroom/Teams.
- Host Ask-a-Librarian office hours.
- Library books, novels, and textbooks will be loaned to students and staff. Upon return, they will be quarantined in accordance with current safety guidelines established by the District.

Digital Presence

- Librarians will develop and maintain a digital presence for the library, providing access to print and digital resources.
- Destiny catalog is neat, up-to-date, and easily navigable. Focus spending on procuring eBooks. Do NOT purchase print magazine subscriptions.
- Utilize NOVELny for magazines and periodicals.
- Library website
- Databases
- eBooks
- Virtual classroom
- Ask-a-Librarian - virtual office hours
- Other digital tools
- Library website

ATHLETICS & EXTRACURRICULAR ACTIVITIES

Interscholastic Athletics

As a result of the COVID-19 pandemic, NYSDOH, Monroe County Department of Health, Section V and Districts across NYS were forced to postpone interscholastic athletic seasons. Although NYSDOH mandate only postponed High Risk Sports, many Sections and Districts postponed all activities. NYSDOH, Monroe County DOH and Section V are now all in support of resuming all interscholastic athletic activities. This includes all Low, Moderate and High Risk Sports. The RCSD tentative plan is as follows:

Fall Season started September 21st for State and Section V

- Postponed by RCSD (Fall 2, March 1st)

Dates: March 1st

Winter Sports - Low Risk starts for RCSD

Dates: December 18th

Sports: swimming (girls & boys)

Date: December 21st

Sports: bowling (girls & boys)

Date: January 4th

Sports: Indoor Track (girls & boys)

Winter Sports - High Risk

Dates: February 1st

Sports: basketball (girls & boys), wrestling, ice hockey

Fall 2 Sports - Low Risk start for RCSD

Date: March 1st

Sports: cross country (girls & boys), soccer (girls & boys)

Fall 2 Sports - High Risk start for Section V and RCSD

Date: March 1st

Sports: football, volleyball (girls & boys). Weather will have an impact on outdoor sports in some parts of NYS in March and potentially early April. Tennis (girls) moved to Spring Season.

Spring Sports - low and high risk start for Section V and RCSD



Dates: April 19th

Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys).

If a sports season is interrupted or impacted by the COVID-19 crisis (i.e., State official guidance, school closings, cancelation of high-risk sports, etc.) a condensed season plan may be implemented.

Roadmap for Return to Interscholastic Athletics (NYSHPSAA)

This is not an exhaustive list and there may be additional steps to help prevent the spread of COVID-19. Even when taking all precautions, there will still be risk of transmitting illnesses. We will stay vigilant about the health of members of our teams. Lastly, the situation with COVID-19 is rapidly changing and this information may quickly become outdated. We will continue to monitor information provided by the CDC and NYSDOH. The document contains the following:

- Activities to Be Allowed
- Cleaning and Disinfection
- Social Distancing
- Preventing Transmission
- Screening
- Maintaining Cohorts
- NFHS On-Line Course – COVID-19 for Coaches and Administrators
- Confirmed Cases and Return to School:
- [Roadmap](#)
- [Return to Interscholastic Athletics Resource Document](#)
- [High-Risk Sports News Announcement](#)
- [Memo High Risk Guidance](#)
- [Sports And Recreation Master Guidance](#)

Extracurricular Activities

Interscholastic sports and extracurricular activities are an important aspect of student life and the school community. During the COVID-19 shutdown, students were unable to engage in and enjoy the social activities that are part of the fabric of any school program. The Rochester City School District will follow the guidelines provided by the NYSPHSAA for the start dates for the majority of extracurricular activities. We will monitor and adjust our offerings during the COVID-19 reopening and guidance from the NYSPHSAA. Again, the situation with COVID-19 is rapidly changing and this information may quickly become outdated, but we will provide updates on our website as they become available.

Per the reopening guidance issued by the NYS Department of Health, we will plan for social distancing, PPE usage, cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). We will establish cohorts, if applicable, or members of the same household. We will refer to the DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency" to assist in development of these policies.

Considerations for Athletics and Extracurricular Activities

Restrict and/or limit use of school/District facilities to District- or school-sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/District facilities, we will ensure such organizations follow State and locally developed guidance on health and safety protocols.

Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or has limited person-to-person contact. The creation of E-sport is currently being explored.

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities and external community organizations that use school facilities must follow State and local health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.

ASSESSMENT STRATEGIES

The Rochester City School District believes that assessments should be student-centered and their implementation requires a commitment by all stakeholders to provide opportunities for students to demonstrate learning, growth, and mastery. Ongoing meaningful assessments, delivered through various forms, serve the purpose of providing timely feedback that informs instructional decisions and programmatic needs for all learners and the District.

The District understands that as a result of COVID-19, many students may be entering a new academic school year with pre-existing gaps coupled with unfinished teaching and learning from the prior year. The District's assessment strategy is in support of students' learning with assessments that can be used as a tool to identify students' progress in mastering grade-level standards and unfinished Teaching and Learning.

The District plans to administer three types of assessments to diagnose student understanding, identify gaps in foundational skills, and develop a plan to overcome those gaps. Doing so enables us to answer key questions about our students: where are they, where do they need to go, and how do we get them there? This approach is consistent with the purpose and use of assessments in prior years.

Assessment Types

High-quality diagnostic assessments in ELA and Math are administered three times a year to measure students' progress during set amounts of time

- The first set of diagnostic assessments will be administered in October to support schools' focus to create welcoming and supportive learning environments for students and adults
- Data from these assessments will also be used to support the monitoring of trends in learning gaps, growth of students, and identify foundational skills that need to be addressed during intervention and individualized learning blocks

Short-cycle, formative assessments in ELA, Math, Science, and Social Studies embedded in the curriculum to monitor student learning of the content and allow teachers to tailor their instruction ("just in time")

- Data from these assessments are used to assess student knowledge and application of delivered content, scope and sequence pacing, and instructional scaffolding

Summative assessments are quarterly assessments used to gauge students' mastery of the content delivered based on the adapted scope and sequence pacing guides

- They occur at the end of units or Modules to assess student knowledge and pacing
- Data from these assessments are used to assess scope and sequence learning and content pacing

The short-cycle formative and summative assessments are standards-based and provide a comprehensive picture of student performance on curriculum-based assessments. They support day-to-day instructional decision-making and inform actions around curriculum adjustments, professional development, and ongoing implementation support.

Considerations for Virtual Models

All assessment types can be completed online during virtual learning, synchronously or asynchronously. The District is exploring ways to ensure equitable administration and testing-taking opportunities for students based on the technology they have available at home and other factors.

With the transition to completing assessments virtually, there will be an enhanced focus to train school and District staff on test administration. Training and materials will also be given to students and families to plan for their students' test completion at home.

State-mandated assessments

The administration of State-mandated assessments for the 2020-2021 school year is dependent on decisions made by NYSED. These assessments include NYS 3-8 ELA and Math, NYS Science 4 and 8, NYS Regents, NYSESLAT, as well as the NYS alternative assessment (NYSAA).

Data Wise and Training

A robust data cycle and staff training and professional development will complement assessment administration to help educators grow in their capacity to effectively reflect and analyze, interpret, and apply data-driven insights from the results of the assessments to inform grade-level instruction. For school staff to do this effectively, the District will ensure that staff are provided with, trained on, and consistently using standard data inquiry protocols including the Data Wise Improvement Process.

Grading

The RCSD district will return to a variation of our pre-pandemic grading policy, though some adjustments to the weights of different components (formative and summative assessments, participation, homework, and classwork) are being suggested for the time that instruction is delivered virtually.



Categories	Description	Total Weight (%)	Virtual Considerations
Assessments	<p>Formative Assessments: These are built into the curriculum, are more frequent, and are used to monitor a student's mastery based on the scope and sequence of curriculum and individualized learning.</p> <p>Summative Assessments: These assess mastery of the complete set of grade-level standards</p>	70%	Proportion of formative vs. summative is currently being reviewed by subject area/grade level/course content.
Classwork, Participation, and Homework	<p>Classwork: The written or oral work done in a classroom by a student (distinguished from homework).</p> <p>Participation: The active engagement of students expressing their ideas in a way that others can understand, their understanding of a topic.</p> <p>Homework: An assignment given to a student to be completed outside the regular class period.</p>	30%	<p>The evaluation of this component can be determined in both asynchronous and synchronous learning environment.</p> <p>Differentiation of formative assessment and classwork is to be determined.</p>

BILINGUAL EDUCATION AND WORLD LANGUAGES

Please see the appendix for [DL Phase 2 Reopening Guidance](#), [ENL Only Guidance](#), and [First-Year ELL grading guidance](#).

RCSD recognizes that English Language Learner (ELL) students including those enrolled in bilingual programming, suffered a loss of in-person instructional time from March 13 until the end of the school year. We also recognize that learning gaps will need to be assessed quickly to support the academic growth of our bilingual and ELLs. RCSD will continue to provide support to our English Language Learners and all students enrolled in bilingual programming by providing hybrid and/or distance learning models, consistent with the student's grade level and individual needs as determined by formative and summative assessments. In addition, ELL classes and support will be provided to the greatest extent possible while prioritizing the health and safety of students and staff.

Students will be provided English as a New Language services through face-to-face, Zoom, Teams, or through a hybrid-based model.

Supports for Students that are English Learners, delivery of units of study, method of communication, and schedule are to be documented per the students' NYSITELL, 2018-2019 NYSESLAT assessments, and in alignment with ENL/Bilingual Programming. The following are our assurances related to Identification and Placement, Parent Engagement, and Instruction to support our English Language Learners, including students enrolled in bilingual programming.

Identification and Placement:

As we continue to plan for our reopening using in-person or hybrid instruction, RCSD staff from the Office of Student Equity and Placement must complete the English Language Learner (ELL) screening, identification, and placement criteria for our ELL students by administering the New York State Identification Test for English Language Learners (NYSITELL).

The identification process will be completed the required 10 school days of initial enrollment. Guardians may request a waiver to exempt students from the NYSITELL administration based on specific criteria. The students identified as an ELL by the HLQ and interview process, must be provisionally placed in ENL or bilingual programming with ENL until the NYSITELL is administered.

Parent Engagement:

- Regular communication with parents and guardians will include providing parents with comprehensive opening plans and training to use the technology tools (Google Classroom and Seesaw) that may be used for remote learning.
- Communication will be provided in the preferred language or mode of communication. Preferred mode of communication can be documented in PowerSchool.

Instruction:

- Create learning environments that affirm racial, linguistic, and cultural identities.
- Required instructional units of study to all ELLs should be provided based on their English language proficiency level as measured by the NYSITELL (new entrants) or the 2018-2019 NYSESLAT assessment.

- Assess whether students who scored Commanding on the 2018 administration of NYSESLAT need supplemental former ELL services.
- Establish protocols that promote coordination among ENL and content teachers for delivery of remote and hybrid learning.
- Develop assessment and progress monitoring tools to determine English learning loss during COVID.
- Establish a regular schedule for progress monitoring.
- Utilize the District's process for identifying and monitoring social emotional wellbeing on all students, including ELLs. Students should receive social emotional supports in their home language.
- Resume and create programs to address the needs of SIFE students.
- Leverage home language during instruction for students identified as Emergent Multilingual Learners in Prekindergarten.
- Prioritize 12th-grader students who were not able to complete the Seal of Biliteracy Requirements during the 2019-2020 school year.
- Determine need for technology and Internet to support home learning.
- Train ELL students to utilize the specific technology tools that will be used during any remote and/or hybrid situations.
- Continue to provide professional development to all teaching staff on topics related to teaching ELL students in remote and hybrid environments.

SUPPORTS FOR STUDENTS WITH DISABILITIES FOR REMOTE OR HYBRID LEARNING

Virtual Learning Plans

1. Each student with a disability will have an individualized Virtual Learning Plan written to reflect how the District will implement the student's special education programming and related services in the remote or hybrid learning model.
2. Case Managers (Special Education Teachers/Providers) will create the individualized Virtual Learning Plan in collaboration with parents/guardians.
3. The Virtual Learning Plan will outline the supports, accommodations, consultation, and services needed for the student to access academic materials and how students will be assisted to make continued progress to their aligned IEP Goals and/or Objectives.

Supports for SWDs with Synchronous and Asynchronous Learning

All students with disabilities will receive daily synchronous instruction provided by both the special education and/or general education teachers.

Additional asynchronous instruction will be provided to address IEP goals and objectives. A DSE Parent/Student Support Line for Remote Learning will be available on a daily basis to assist with asynchronous learning activities and troubleshoot individual learning needs.

Special education teachers in both the Integrated Co-Teaching (ICT) and Consultant Teacher models coordinate efforts with the general education teachers and English as a New Language (ENL) teachers

(when applicable) to meet students' needs by differentiating instruction and providing structure and positive social interactions. These Co-Teaching partners should commit to: planning together, smoothly sharing instructional responsibilities, collaboratively reflecting on their practice, and coordinating communication between teaching teams and families.

Hybrid/Telepractice Guidelines for Related Services

All students with disabilities will be provided related services (Speech/Language, Occupational Therapy, Physical Therapy, Music Therapy and Psychological Counseling) as outlined on their IEP through Hybrid and/or telepractice model.

In Person & Telepractice Evaluations and CSE/CPSE Meetings

RCS D will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. During Virtual Learning some evaluations or components of evaluations may be completed in person or through telepractice. Parents will be engaged in CSE/CPSE meetings by choosing one of the three options below:

- Telephone Conference - CSE chairperson calls parent via phone. All other CSE members participate through Video Meeting Code.
- Video/Tele-Conference - Parent dials into Tele-Conference phone call using phone number and access code provided in Meeting Notice.
- Video-Conference - Parent joins video conferences using URL link.

Specialized Programs Supports for Remote Learning

- NYSAA/GEM - Teachers, support staff, and service providers will use Unique Learning Systems, which aligns to the New York State Alternative Assessment standards.
- ASD/Social Communication Special Classrooms - Direct support to students, parents, teachers, and support staff will be provided from Autism Team Specialists.

Special Education Teaching Assistants and Paraprofessionals

Special education teaching assistants will support students throughout the school day during large-group and small-group instruction. 1:1 paraprofessionals will support students during asynchronous instruction and independent work completion as well as large-group or small-group synchronous instruction.

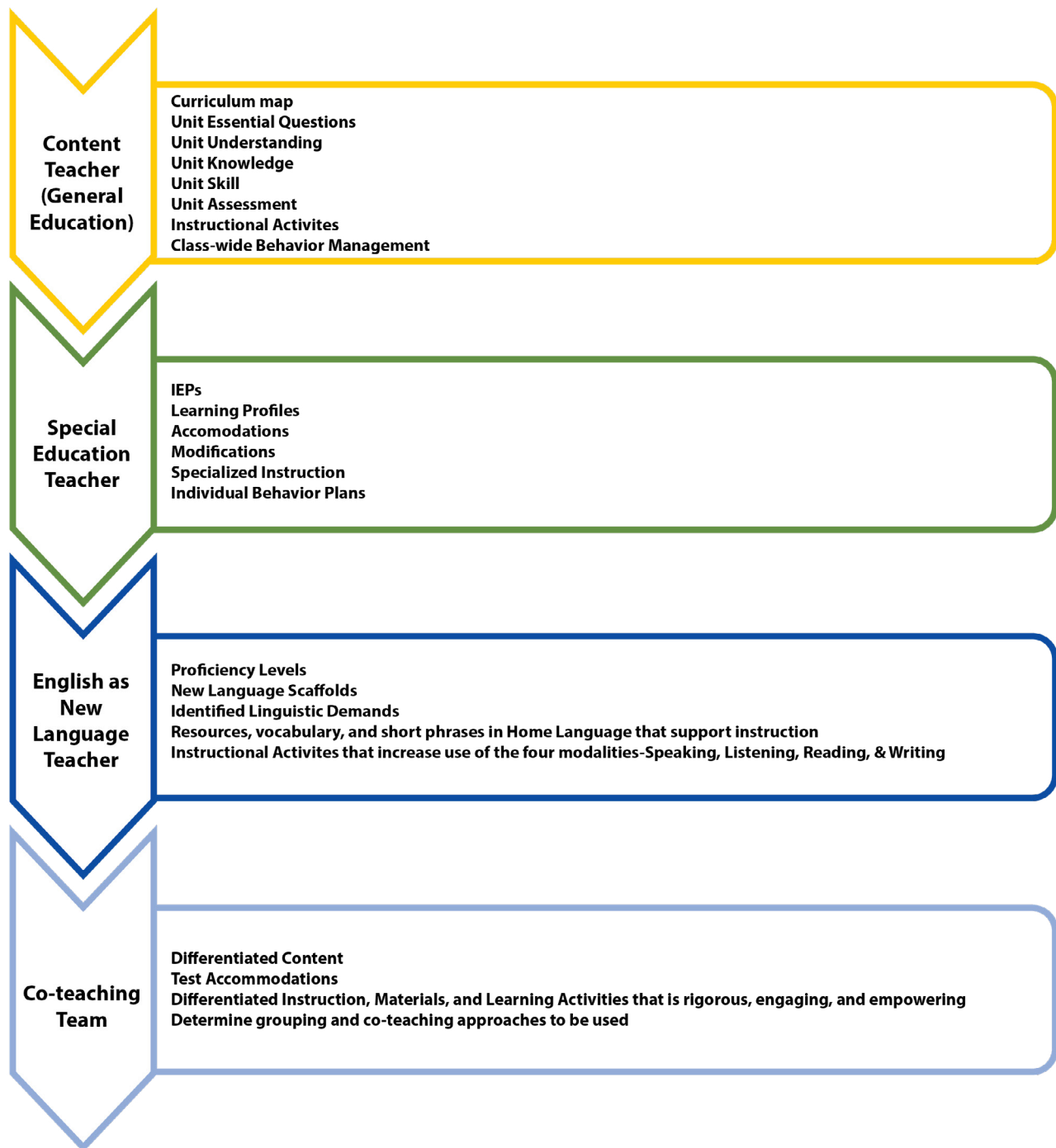
Foundations Literacy Program

Speech language pathologists will provide Foundations Literacy instruction weekly for kindergarten through first grade.

Behavioral Supports During Remote Learning

Behavioral specialists will provide support and professional development to instructional staff as well as direct support to students.





Assistive Technology/Other Services

MATCH, Audiology, Vision/TVI, TOD, Orientation, and Mobility

- Assistive Technology to access instruction will be provided for students as outlined in IEPs.
- Services from providers will occur during synchronous or asynchronous instruction periods.

Out-of-District Programming and Services

District special education staff will provide in-person services for those students who attend a program in a hybrid or in-person model. The goal is to identify providers to do so now to ensure continuity of service.

SOCIAL EMOTIONAL LEARNING AND SUPPORTS

Social-Emotional Learning-SEL support will be provided to students, parents and teachers. Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012 as cited on the NYSED-SEL Benchmark Doc).

The District has developed SEL support using the Collaborative for Academic, Social, and Emotional Learning (CASEL) a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL) and the NYSED-SEL Benchmarks to enable students to take full advantage of educational opportunities throughout their school experience in grades K-12.

Social Workers promote Social Emotional Learning by: [School Social Work](#)

Supporting students to:

- Improve social-emotional learning-SEL and academic success
- Overcome obstacles to learning
- Develop positive character qualities: social skills, peer relations and values
- Cope in times of stress: academic, grief/loss, substance abuse, personal crisis, violence

Assisting school staff to:

- Help students achieve healthy social-emotional well-being and academic success
- Understand how family, cultural and community factors affect students
- Provide prevention programs: violence, substance abuse, sexual abuse, child abuse and neglect
- Manage crisis situations
- Coordinate attendance efforts
- Identify, intervene and/or refer students with mental health needs

Supporting families to:

- Participate in their children's education
- Build bridges of understanding with their children's schools
- Access classes and workshops on supporting students

Empowering communities to:

- Identify the needs of students and families
- Develop community programs and services to address those needs
- Collaborate with schools in support of student success

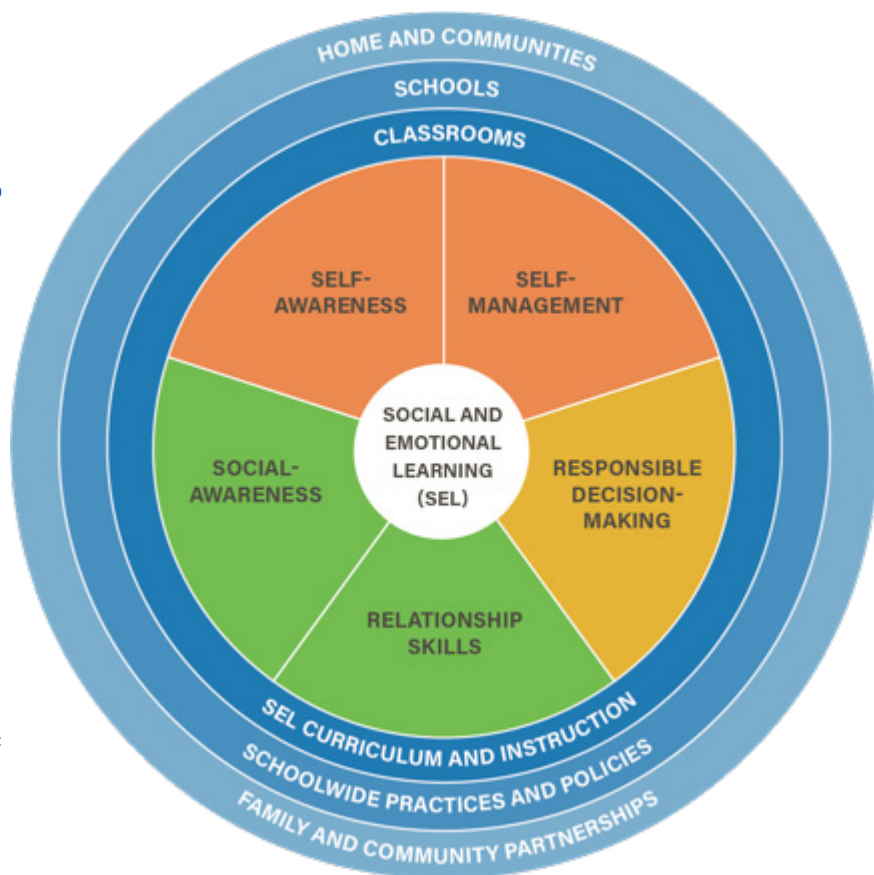
Social Emotional Learning (SEL) & Support

- Professional Development and Coaching for school staff
- District Restorative and Trauma, Illness & Grief-TIG services
- Restorative/SEL Drop-in Support

- Direct Services to students; Whole class Intervention, Individual/Group counseling
- Teacher consultations, co-teaching/facilitation of circles
- Trauma Informed Schools
- Positive Behavioral Intervention Supports (MTSS)
- Bridges to community partners; referrals
- Children’s Institute/Primary Project
- Rochester Regional, Mental Health Association and Office of Mental Health
- Center for Youth; Help Zones
- IBERO
- SEL HOTLINE 262-8333
- SEL-TOOLKIT (SEL Lessons/ Resources), REOPENING PLAN; see [Student Support Services Website](#)

The SEL Toolkit that has been created to support the social-emotional needs of students, parents and teachers can be located here. [View the SEL-Toolkit here..](#)

SEL can be more than just a 15-20-minute lesson. A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students’ daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities. (CASEL.ORG)



5 CORE SEL Competencies

Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. (CASEL.ORG)

[View the SEL-Toolkit here.](#)

NYSED SEL BENCHMARKS

GOAL 1:

Develop self-awareness and self-management skills essential to success in school and in life. Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, and career or work-related. These social emotional skills, thought processes and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

GOAL 2:

Use social awareness and interpersonal skills to establish and maintain positive relationships. The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

GOAL 3:

Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts. The ability to make ethical decisions and behave responsibly, taking into account the well-being of others as well as one's own, are essential to benefitting the good of the whole – whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual at all life stages needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

[NYSED SEL-Bench Marks and What is SEL? guide.](#)

Restorative Practices & SEL

Restorative processes are intended to build community and maintain healthy relationships. It provide a set of processes and approaches to prevent and address conflict and harm. Learning is predominantly social, as a result of this strong relationships nurtured by restorative practices play a powerful role in education. They help educators and the learning community understand student's individual needs in order to create more equitable experiences and outcomes. <https://www.nextgenlearning.org/equity-toolkit/school-culture>

Benefits of Restorative Practices

- Builds relationships
- Strives to be respectful to all
- Provides the opportunity for equitable dialogue and decision making
- Involves relevant stakeholders
- Addresses harms, needs, obligations
- Encourages all to take responsibility

SEL and restorative practices accompany each other. When students learn to talk through conflicts they develop and strengthen skills such as:

- communication
- self-efficacy
- problem-solving

When students learn to listen others:

- they learn to be more respectful
- consider different perspectives
- practice impulse control
- reflect on how their actions affect the people around them

Restorative practices is an effective, sustainable, and equitable alternative to punitive disciplinary methods. It provides youth a restored opportunity to overcome conflict and avoid the risks associated with suspension and expulsion. <https://apertureed.com/can-sel-support-restorative-practices/>

SEL is an important aspect of restorative practices, and it teaches students how to effectively communicate with others and work through problems in a constructive way. These skills are critical to their success in school and in life. Students reported feeling safe and supported in their learning, feeling empowered by being able to resolve conflicts on their own, and having higher confidence levels. Restorative practice strategies proactively promote a safe and supportive learning environment. Regular class meetings provide students the opportunity to talk through a problem before it flares up into negative behavior. Educators can help students practice restorative conversations in classrooms, hallways, the cafeteria, etc. Districts can offer a restorative practice elective or club. <https://apertureed.com/can-sel-support-restorative-practices/>

At the RocRestorative.org site there are a variety of SEL activities and discussions for teachers to use

daily. There are also recreational and community resources and links related to SEL support. This site will be fluid and resources for students, parents and teachers will continually be extended throughout the year. In addition to the SEL Toolkit, there is an SEL Hotline 262-8333 that will be monitored by social workers and counselors to assist students, parents and staff with SEL and mental health questions, community resources and referrals. We will also provide Drop-In SEL support, which are preset times where support staff can assist students experiencing difficulty with the transition back to in-person schooling.

[ROC Restorative](#)

[View the SEL-Toolkit here.](#)

STUDENT ADVISING

Based upon the new reopening plan, students in RCSD will have the option to remain remote or participate in a hybrid model. Thus, both in person and/or virtual options will be available for students in terms advisement. With this being said, the delivery of school counseling supports and activities will vary to meet the needs of students.

Hybrid

All activities listed below may be performed in person when students are participating in the hybrid model.

Remote model

School Counselors will create a Zoom meeting to host virtual office hours to ensure all students on their caseload have access and can meet virtually as needed throughout the remote learning phase. This should be a recurring Zoom meeting link and shared with all students on their caseload, via the students' District email. When students click on the School Counselor's link, they will arrive in the School Counselor's waiting room. If the School Counselor is free, they would be admitted; however, if the School Counselor is meeting with another student, the School Counselor can assign the student(s) another time to return for a meeting. School Counselors will also partner with teachers during the SEL check-ins each morning to provide pertinent information for all students. In addition, asynchronous Wednesdays will be utilized to deliver the school counseling goals and services to students.

Post-Secondary Plans for Seniors

For students who are working towards graduation in June 2021, per the Districtwide comprehensive school counseling plan, the following specific supports will be provided:

- School Counselors will host virtual meeting for the senior cohort
- School Counselors will hold virtual office hours so students can access their School Counselor as needed throughout their senior year
- School Counselors will coordinate one-on-one meetings with seniors to monitor academics, social-emotional needs, and college/career planning
- Every five weeks, each school's Cohort Tracking Team will conduct cohort/transcript reviews in order to monitor progress towards the finish line

Naviance Platform

The Naviance technology platform will be utilized to facilitate both post-secondary planning and the college application process. Each year scholars are assigned three required tasks to further assist them with their post-secondary planning. School Counselors will use EDOCs (electronic documents) and MY Planner applications to monitor and complete the college and career processes. Via Naviance, School Counselors are able to access the list of colleges that scholars are interested in and have applied to. Students can manage their transcript requests and letters of recommendation via Naviance, attend virtual college tours, and apply for scholarships.

School Counselors and community partners will collaborate to ensure students finalize their college application list, create career-related smart goals, and complete the post-secondary/graduation survey. [School Counseling / Naviance: College and Career Planning](#)

Rochester College Access Network Partnership

School Counselors collaborate with the Rochester College Access Network (RCAN) to meet post-secondary goals. The partnership will offer two virtual, Districtwide FAFSA (Free Application for Federal Student Aid) events for scholars. Every student who chooses to attend a college or university needs to complete a FAFSA as a component of the financial aid process.

RCAN will also be partnering with individual schools to provide a week of intensive college and career support. Several Scholarship Fests will also take place in the spring to provide students with guidance and support with the scholarship application process. School Counselors, in conjunction with RCAN and other community partners, will continue to implement the Senior Launch Guide. [Here is the link for the Senior Launch Guide.](#)

Urban League of Rochester GEAR UP

School Counselors are partnering with Urban League GEAR UP to connect seniors to their ambassador program. 2020 RCSD graduates will serve as mentors for current RCSD seniors to further help them reach graduation goals and navigate post-secondary plans.

Monroe Community College

School Counselors will work in collaboration with Monroe Community College (MCC) to bridge the gap between high school and college. MCC will work with School Counselors and other stakeholders to increase MCC Dual Credit programs throughout the RCSD. Students will be provided the opportunity to receive high school course credit as well as earn college credit simultaneously. MCC will be active members in our School Counselors' monthly meetings to provide pertinent professional learning related to post-secondary plans and education.

NCAA Clearinghouse

School Counselors will assist student-athletes through the NCAA Clearinghouse process for those students applying to Division I and II schools. Students and families can also refer to the following; www.ncaa.org and [NCAA: The Journey of a Scholar Athlete](#), for more information.

Below are the post secondary program services and supports our seniors will receive during the

second semester of school:

- Individual Annual Reviews
- Cohort Check ins
- Supports with the College Application Process
- Use of Senior Launch Guide - in conjunction with RIT GEARUP/RCAN
- College and Career Awareness Events
- Enroll students school based SAT Suite Day opportunities
- Connect students to FAFSA events
- Scholarship Support
- SEL check-ins

Below are the plans and supports that our Kindergarten thru 11th grade scholars will receive during the second semester of school:

- 9 - 11 Supports
 - SEL Check-in for students
 - Annual one-on-one meetings
 - 3 Naviance activities at each grade level
 - Grade level/Cohort town hall meetings
 - Cohort tracking/ transcript review with teams
 - Advisement Wednesdays
- 7 - 8 Supports
 - SEL Check-in for students
 - Annual one-on-one meetings
 - 3 Naviance activities at grade levels 7th & 8th (academic/ career goals, learning style inventory & overcoming obstacles)
 - Participate in MTSS/ Grade level team meetings
 - Report card review
 - Transition town hall for go 6 go 7 & 8 go 9
 - School Choice Presentations and Application processes
 - Advisement Wednesdays
- K-6 Supports
 - School Counselor Check in meeting for grade level/cohort
 - SEL Check-in for students
 - Annual one-on-one meetings for 6th grade students
 - Advisement Wednesdays
 - School Choice Presentations and Application processes
 - EverFi modules (academic, social-emotional and career tasks)
 - Monthly themes related to counseling and character development
 - Goal Setting-January
 - Kindness & Diversity-February
 - Career/College Development & NYS Career Zone, MyNextStep and/or EverFi - March
 - Safety and online etiquette -April
 - Mental Health Awareness & Growth Mindset - May

- [Summer Bucket List & Summer Resources in your community - June](#)

More information regarding academic, college and career plans for students can be found via the Districtwide school counseling comprehensive plan.

[School Counselor Webpage](#)

[School Counselors' Directory](#)

[College Readiness webpage](#)

[School Counselors Comprehensive Plan](#)

ATTENDANCE

Student success begins with good attendance. The Rochester City School District is committed to increasing our scholars' academic performance through improved student attendance. According to New York State guidance, schools must develop a mechanism to collect and report daily teacher student engagement or attendance through all learning modalities. The RCSD uses PowerSchool to collect daily student attendance via class attendance in all learning modalities. It is important that the district maintains a connection with all of our students every day that they are absent unexcused from school

Each school should maintain their Attendance Team in order to assist with outreach to students and families as needed. Weekly Attendance Meetings should follow the established protocols using a rolling agenda and addressing the three tiers of attendance. The emphasis for Attendance Teams during in person and remote learning is on reengaging students, providing support for students and families, and building positive relationships with families to meet the challenges of remote learning.

Robo Calls

The RCSD will continue the use of daily Robo-calls to students' homes who are not actively engaged in learning within the first hour of school. Robo-calls will only be generated for students with an Absent-Unexcused attendance code.

- Elementary Robo-calls will begin one hour after the start of the school day. At elementary schools, it is necessary for teachers to record attendance in PowerSchool within the first 15 minutes of the school day.
- At the secondary level, teachers must record attendance within the first 15 minutes of each class to ensure calls are made only to students who are absent unexcused from school.
- A midday robo call will be sent to families of all students who are absent unexcused. Upon notification from the family as to the absence reason, Robo calls can be discontinued for the day.
- Parents/Guardians of secondary students will receive a third Robo-call each evening that will reflect absences from specific classes for the day.
- There will be no attendance Robo Calls to Pre K students.

Attendance Codes

Attendance is mandatory every day of the week. Period by period attendance will be recorded in PowerSchool for grades 7-12. Homeroom and Specials' attendance will be recorded in PowerSchool for grades K-6. Teachers should document contact in PowerSchool via the comment box when inputting attendance or in Attend Actions as applicable. Attendance will continue to default to Unsubmitted and will require that teachers input attendance for each student.

In Person Attendance Codes

Present in Person-P

Student was present during in person learning environment.

Absent Excused in Person- Ab Ex

Student is absent for one of the following reasons:

- Child's illness
- Doctor or Dentist Appointments
- Sickness or death of an out of town family member for up to three days within New York State or five days outside of the state.
- Court appearances
- Religious observances

Absent Excused in Person- Ab Ex

Student is absent for one of the following reasons:

- Oversleeping
- Family vacations
- Missing the bus

All unexplained or undocumented absences are considered to be Unexcused

If there is no contact with a student/parent or no evidence of engagement, the student should be marked absent unexcused. If a student completes assigned school work while absent for excused or unexcused reasons, student should be marked P-Async.

Remote Codes

Present-Sync - Use drop down option for P-Sync

- Student was present in a synchronous learning environment
- Student participated in teacher's office hours

Present-Async - Use drop down option for P-Async

- Student was present in an asynchronous learning environment
- Student had a daily check-in, a two-way communication, with the appropriate teacher(s)

- Student was working but experienced technical difficulties with logging on
- Student engagement with daily assignments, either online or offline
- Student completes their daily assignments, either online or offline

If there is no contact with a student/parent or no evidence of engagement, the student should be marked absent unexcused. If a student completes assigned school work while absent for excused or unexcused reasons, student should be marked P-Async.

Excused and unexcused tardy codes are available in both in person and remote learning environments.

For remote learning modalities

Students may be marked Absent-Unexcused, initially each day, in order to generate a robo call to engage the student in remote learning. If the student does not login for the entire day, it is the responsibility of the classroom teacher and/or school personnel to make contact with the family to garner an understanding of why the student has missed class. The teacher and/or school personnel should then update the student's attendance code and/or record the outcome of outreach in Attend Actions on PowerSchool.

When students are unable to participate in person instruction, teachers can use other methods of contact for counting attendance. It is the responsibility of the following to make initial contact with students:

- At the elementary school level, the homeroom teacher will be responsible for making the first contact with families of absent students on a daily basis. Students who do not engage will be referred to the Parent Liaison and Attendance Team for further attempts to re-engage in the online platforms.
- At the secondary level, staff members will be assigned a group of students to monitor absences and make daily contact if absent. Students who do not engage will be referred to the Home School Assistant and Attendance Team for further attempts to re-engage in the online platforms.

Attendance Interventions

School staff should continue to document parent contact regarding attendance in the Attend Actions/ Attendance Intervention page of PowerSchool.

*Please do NOT refer to COVID-19 in Attend Actions documentation due to confidentiality considerations.

Pre K Attendance Procedures 2020-2021 Update

We need to “meet families where they are”: Attendance and participation is especially challenging for Pre K students. Our youngest learners are completely reliant on their families or caregivers for signing into Zoom and See Saw. Many families do not have consistent access to technology and the internet. Therefore we need to be supportive, encouraging, and grateful for whatever time students can spend participating in our Virtual Learning Schedule. We also need to be creative in supporting families with learning opportunities that are not based solely on technology. Due to the above circumstance:

- Pre K students will NOT be dropped from their programs due to lack of or poor attendance.
- There will be NO robo calls or Attendance Letters sent to Pre K families.
- Awards, incentives, or negative consequences are not developmentally appropriate for Pre K. Pre K attendance is about developing relationships with families and building on positive experiences so families continue to participate.
- Daily attendance is mandatory for Mondays, Tuesdays, Thursdays, and Fridays.
- Asynchronous learning activities for students will occur on Wednesdays. For Wednesdays only, attendance will default to P-Async for all classes.
 - If a teacher or service provider meets with a student remotely, attendance can be changed to P-Sync. It is the District's expectation that Wednesday's attendance would be updated by Friday.
- Students will be marked Present-Sync if:
 - Student was present in a synchronous learning environment (Small Group ELA or Math, Morning Message / Meeting, Work Time / Facilitated Play)
 - Student participated in an individual Zoom with the teacher or phone call.
- Students will be marked Present-Async if:
 - Student was present in an asynchronous learning environment (Large Group)
 - Student had a daily check-in, a two-way communication, with the appropriate teacher (Service Provider)
 - Student was working but experienced technical difficulties with logging on
 - Student participated in a pre-recorded See Saw Lesson or Activity
 - Student engaged in daily assignments, either online or offline (Active Learning, Hands on Activities, Projects, Reading & Discussing Books with family)
- Students will be marked Absent-Unexcused if:
 - There is no contact with a student/parent or no evidence of engagement.

Professional Learning

In addition to the September professional learning, teachers will have Wednesdays to participate in Professional Learning Communities and collaborate with colleagues to plan strategic and engaging lessons. The District will also continue to offer high-quality professional learning through all departments outside of the regular school day via eLearning and True North Logic, a hub for teachers to find and participate in learning opportunities. The professional learning opportunities represented in this plan are grounded in concepts that promote equity and serve to connect staff, students, and families with opportunities that will support key learning. Ongoing professional learning and support are designed to ensure academic rigor and success, safe practices, and strategies that support the social emotional well-being of staff, students, and families.

Job-Embedded Professional Development

Teachers and leaders receive coaching and consistent feedback to improve. Current best practices on building teacher capacity and instructional improvements center on the benefits of job-embedded professional development. When done well, this model allows for an increase in student achievement and creates an environment where teachers can introduce and refine robust instructional strategies.

To date, the RCSD has provided ongoing opportunities for professional development for teachers on Wednesdays with specified training provided on simultaneous/hybrid learning in January 2021. Here is the list of the professional development trainings offered to teachers (State Certification Credits only): [Professional Development List](#).

On January 13, 2021, the District offered Professional Development for Technology Integration and Simultaneous Instruction that was attended by over 2,000 staff. The focus was to get the teachers to start thinking about the instructional models and to get them in the mindset and thinking about strategies that have been implemented by other districts concerning approaches to simultaneous instruction. That training was developed by Instructional Technology with input from T&L.

The week of January 20th, the Teaching and Learning departments conducted their own individual subject/grade level Professional Development supported by Instructional Technology. These trainings gave teachers an opportunity to look at the instructional practices pertaining to their subject area and relationship to their subject and technology.

On January 27th, there was additional subject-specific Professional Development offered that provided a repeat of the training offered on January 20th. The presentations on the 13th and 27th include links to articles providing suggestions, sample videos from other districts, as well as link to existing resources such as Zoom. RCSD Learns has links to the presentations as well as directions for setting up Zoom for simultaneous instruction.

Here is the link describing the simultaneous instruction training offered on Jan 13, 20, and 27th. [Simultaneous Instruction Document](#)

Additional IT-related, school-specific training has also been offered, based on the hardware that is available at a particular building.

PARENT AND FAMILY PROFESSIONAL LEARNING

The circumstances of the past few months have required students, staff, and families to make incredible shifts in practices, routines, and expectations—it has not been easy! As educators and students learned new technologies to support learning, we have reached out to parents and families to provide assistance in understanding how best to help their children navigate the demands of remote learning. Now that we have a better understanding of what remote learning looks like, and what challenges our students may encounter, we are working to further develop the parent and family professional learning to make sure everyone has the tools needed to succeed.

Roles in Supporting Virtual Learning

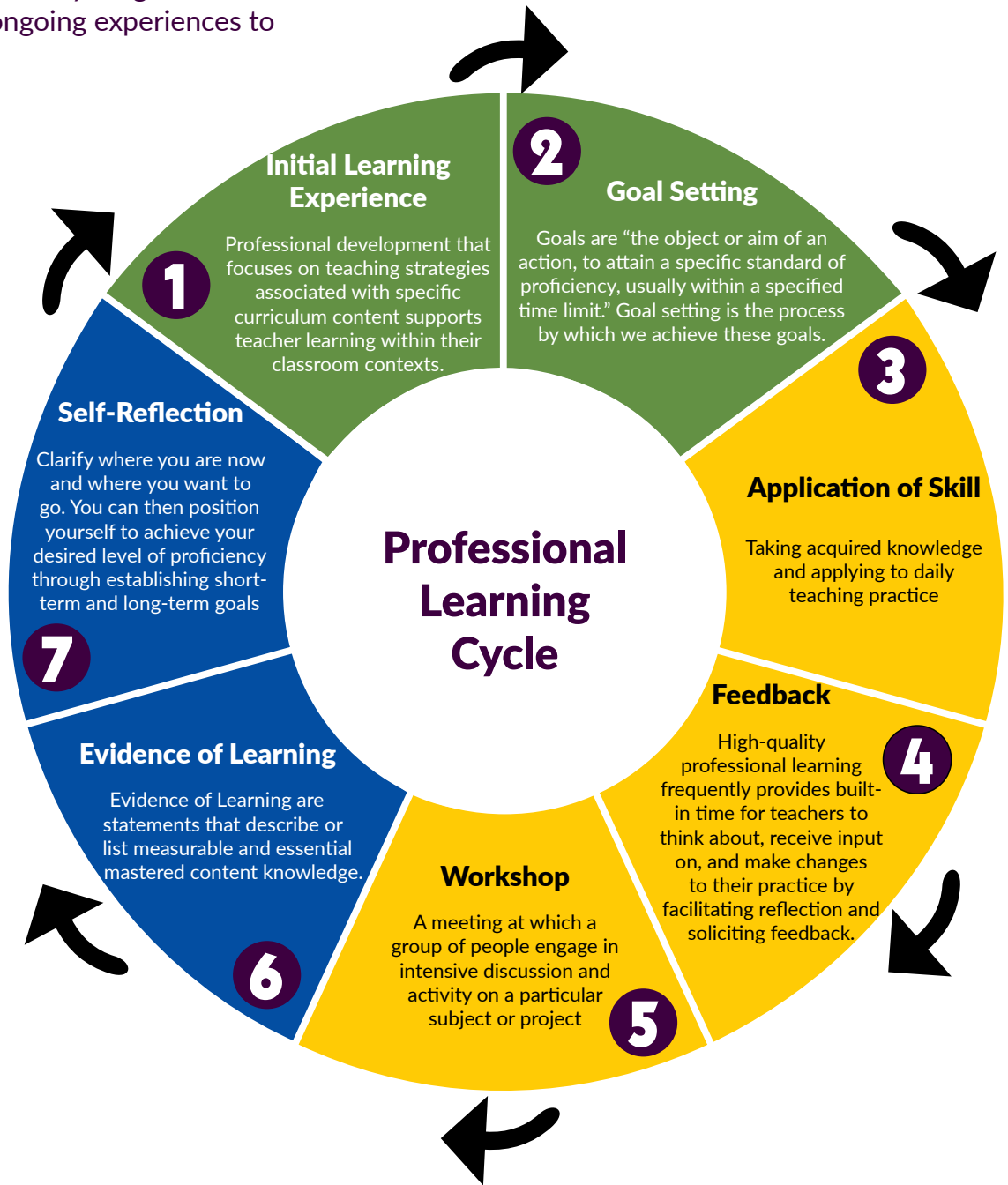
Students:

Professional development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work.

Our Mission:
Our mission is to strive to develop meaningful learning opportunities through collaborative and embedded professional learning experiences so that Educators can then engage students in rigorous instructional activities evident in increased students understanding and achievement.

Our Vision:
Our vision is to provide the highest quality professional learning experiences for adult learners to become the "engine that drives school improvement and student achievement."

Our Work:
As the Office of Professional Learning moves from control over professional development into a role of consultation, monitoring, and providing additional support to school-based efforts for improving the academic performance of all Rochester students, we will use the framework for professional learning to guide our work.



- Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s).
- Check the online platforms for information on classes, assignments, and resources daily.
- Ensure that you know your usernames and passwords for instructional resources that are accessible via the District portal and/or website.
- Identify a comfortable and quiet space to learn and study.
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit all assignments by due dates established by your teacher(s).

Teachers:

- Develop high-quality virtual learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Use appropriate strategies for English Language Learners (ELL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical.
- Observe established office hours that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Provide instructional resources and materials through digital learning means such as Google Classroom, Seesaw, eLearning, Microsoft Teams, ClassDojo, or other tools of your choice.
- Communicate regularly with parents and families regarding expectations and student progress. If students are not engaged in the lessons and assignments, teachers should contact parents and/or the school counselor.
- Participate in professional development and virtual learning sessions intended to support virtual learning, as applicable.
- Ensure that you are monitoring District and school communications for up-to-date information regarding school closures, instructional continuation plans, and virtual learning resources.

Parent and/or Guardian:

- Limit distractions and interruptions during school hours.
- It is important for your child(ren) to achieve their best work and to accomplish this it is suggested to provide them with a dedicated space. This space should be different from where they normally play games and watch television.
- Maintain routines and schedules. Routines are extremely important for children at school, and this is no different in their at-home school. Setting alarms similar to those they would encounter at school can be helpful for keeping them on a schedule.
- Allow for your child to interact with their friends through video chat to keep connected.
- Ensure your child is engaging in a mixture of traditional school tools and technology. Children should be able to read, write, and compute using paper and pencil tools as well as on their Chromebooks.

- Instructional materials are readily available for your child(ren). Follow the plans from your homeschool around accessing materials.
- Maintain open lines of communication with your child's teacher. Providing content on how to connect with you is valuable.

Family Communication (summarized but subject/grade level specific):

First Day of School is September 14, 2020

- Schedule for School:
 - Elementary School Hours: 9:00AM – 3:30PM
 - Secondary School Hours: 8:30AM – 3:30PM
- Chromebook and material distribution to students in Kindergarten-4th grade will continue to take place at your child's home school. Please call first if you can before you go and pick up the materials requested.

RESOURCES FOR PARENTS AND GUARDIANS:

- All resources for families will be located on the District's reopening website, which can be accessed here: www.rcsdk12.org/reopens.
- Updated information will be shared on social media platforms.
- Please contact your home school for any questions or concerns. All phones numbers for each school can be located on their specific websites.
- Any questions around special education can be directed to 262-8220.
- Student Placement Office: 262-8241
- Student login information to Chromebook and MiFi: <http://rcsdk12.org/RCSDLearns>
 - Username:890#####@rcsd121.org
 - Password: MMDDYYYY (birthdate)

Learning Space

- Creating a learning environment to support your students' learning is a huge piece with supporting the success of the child. We suggest identifying a secure, quiet location within your home that is away from where they normally play or watch TV.
- Families looking to reduce distractions may want to consider creating a divider on a table to assist. Using a tri-fold poster board or cutting up a box to create a division are a couple of suggestions.
- Having materials easily accessible helps prepare your child for a productive learning experience.
- If you are in need of supplies, such as pencils and paper, you can call and schedule an appointment to pick up some from your child's home school.
- To ensure longevity of the Chromebook, place them on a table or any hard surface. Placing them on a lap or pillow will reduce the likelihood of them working correctly.
- Keep a watchful eye on your child's posture. Hunching over for a long period of time is not healthy for your child's physical development. Taking breaks and standing up, stretching and walking around is recommended.

Health and Wellness

- Resources are available on our reopening website found here: www.rcsdk12.org/reopens.
- All schools will have access to additional resources.

- Mobile Crisis at 275-5151 or 211 (family meals, mental health, housing support)
- Please contact your home school counselor or social worker for additional needs and support.

RCSD Food Distribution Sites

The following Rochester City School District schools will provide grab-and-go breakfast and lunch between 10:00 a.m. and 1:00 p.m., Monday through Friday:

School	Address
John Williams School No. 5	555 Plymouth Ave., 14608
Virgil I. Grissom School No. 7	31 Bryan St., 14613
Roberto Clemente School No. 8	1180 St. Paul St., 14621
Enrico Fermi School No. 17	158 Orchard St., 14611
Dr. Charles T. Lunsford School No. 19	465 Seward St., 14611
Henry Hudson School No. 28	450 Humboldt St. 14610
Abelard Reynolds School No. 42	3330 Lake Ave., 14612
Mary McLeod Bethune School No. 45	1445 Cifford Ave., 14621
Helen Barret Montgomery School No. 50	301 Seneca Ave., 14621
Dr. Freddie Thomas Campus	625 Scio St., 14605
Jefferson Campus/ Rochester International Academy	1 Edgerton Park, 14608
Wilson Foundation Academy	200 Genesee St., 14611
Franklin High School	950 Norton St., 14621
James Monroe Campus	164 Alexander St., 14607

Child Care Resources

Here is the link to the Child Care Resources that may be available for families:

[RCSD Covid Resources](#)

[RCSD Reopening Plan](#)

COMMUNICATION/FAMILY AND STAFF ENGAGEMENT

To help inform our updated reopening plan, RCSD has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions, and community groups. Engagement efforts included online surveys, meetings, and one-on-one conversations.

The District 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.rcsdk12.org/reopens, and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage, and there you can find individual school plans for each of our schools and programs, Pre-K to 12. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The updated plan can also be translated into other

languages, Spanish, Arabic, Nepali, and Somali, via the G-Translate feature available on the district website or by clicking the button on the front page in the desired language.

As part of its planning for reopening schools, RCSD has developed a plan for communicating all necessary information to District staff, students, parents/guardians, visitors and education partners, and vendors. RCSD will use its existing communication channels, including all local media and 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.

The District will use existing internal and external communications channels to notify staff, students, and families/caregivers about remote and hybrid school schedules with as much notice as possible by mail, phone, and/or email. The District will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. It will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication.

The District is committed to ensuring that all students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the District will continue to assess the best approach to communicating the information for each student's age group. It will provide frequent opportunities for students and families to review these policies and protocols regularly through:

- Website
- Email
- Social media
- Print copy mailings
- Voice and/or video messaging

In support of remote learning, the District has made computer devices available to students and teachers who need them, including hot spots for families that lack consistent and reliable internet access. The District will provide students and their families with multiple ways to contact schools and teachers during remote learning, including contacting their school directly by phone, email, Zoom, Teams, and those offered by the GSuite. Also, the Information Management & Technology Department (IM&T) will provide ongoing technical support to teachers, students, and families via the IT HelpDesk.

Families and Students

The District will continue to provide guidance to parents and students and has developed a comprehensive Family Re-Opening Guidance that will be mailed to all families that select Hybrid Learning and available on our district's website with the following information regarding the reopening of schools and COVID-19:

- Routine health screenings to include temperature checks and monitoring for COVID-19 symptoms.
- Each school that is open for in-person learning will have a dedicated containment room for students who record a temperature higher than 100 degrees Fahrenheit or higher or screen positive for COVID-19 symptoms (chills, shortness of breath or difficulty breathing, fatigue, sore throat, cough, a new loss of taste or smell, muscle or body aches, headache, congestion or a runny nose, diarrhea, nausea, or vomiting). Students will remain in the room with an adult, with all parties adhering to proper social distancing and face coverings until a family member can pick them up.

- Importance of updating family contact information (phone numbers, mailing address, emails). This is critical to ensure that schools can reach parents when necessary and that parents receive important information from both the schools and the District.
- Health and safety protocols, including handwashing hygiene, proper face covering wearing, proper care for face coverings, social distancing, and respiratory etiquette. Students will be required to wear proper face coverings and maintain social distancing at school and on the bus.
- Targeted education to help ensure that all students and their families know what is expected of them as they successfully return to hybrid learning. These training pieces will cover hand hygiene, proper face-covering procedures (how to wear and remove), social distancing, respiratory hygiene, and identifying symptoms.
- The school bus is an extension of the classroom, and many of the recommendations that apply to school buildings, such as social distancing, face coverings, and frequent cleaning, also apply to the school bus. Students, bus drivers, and bus monitors will be required to wear masks and social distance on the bus.
- Information on the cleaning and disinfecting of school buildings.
- Resources for additional support for social-emotional and mental health needs.
- District practice if a student or staff member tests positive for COVID-19, including notification, contact tracing, and possible building/facility closure for cleaning and disinfecting.
- New protocols in place for internal and external visitors to school buildings/facilities and on school grounds.

Staff

The District will continue to guide staff and has developed a comprehensive Staff Re-Opening Guide that will be emailed and available on our district's website with the following information regarding the reopening of schools prior to January 4, 2021:

- Routine health screenings for monitoring of COVID-19 symptoms. Staff will continue to fill out an electronic screening assessment prior to or immediately upon arrival at any District building.
- All staff will be required to do a temperature check daily before their arrival at any District's building.
- When/how long to stay home from work if they are sick.
- What to do if an employee tests positive for COVID-19, information about isolation, return to work, and who is permitted to work from home and under what circumstances.
- Health and safety protocols, including hand-washing hygiene, proper face covering wearing, proper care for face coverings, social distancing, and respiratory hygiene. Employees are required to wear proper face coverings at all times unless they are alone in their workspace. The District is providing two cloth masks to each employee.
- Information on how workspaces/classrooms/common areas will be cleaned and disinfected.
- What is the responsibility of the employees vs. the District?
- New protocols in place for internal and external visitors to school buildings/facilities and on school grounds.
- Resources for additional support, such as social emotional and childcare needs.
- Targeted education to ensure that all staff know what is expected of them as they successfully return to hybrid setting. These trainings will cover: hand hygiene, proper face covering procedures (how to wear and remove), social distancing, respiratory hygiene, and identifying symptoms.

Parents/guardians will be provided with information on how to assess their child prior to school each

day. At-home screening information will be provided on the District webpage, social media sites, and via email and automated phone messages. This will include monitoring symptoms, temperature checks, and having the child stay home if symptoms are present.

Reminders to continue daily student screenings will be sent regularly on social media sites, email, and automated phone messages. Written notices will be provided in native languages when necessary. Parents are asked to notify the school if their child has any symptoms, by utilizing the attendance email address or the Attendance Telephone Line right away when calling their child absent for the day.

The District is committed to creating a learning environment that protects student and staff health, safety, and privacy. Our District will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Safety, Health & Facilities section of our reopening plan available at www.rcsdk12.org/reopens.

If a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the State's contact tracing protocols as implemented by the Monroe County Department of Health. The District will not notify the wider community unless specifically directed to do so by local health officials. The Monroe County Department of Health is responsible for community contact tracing, including staff and students.

School Closures

The district is preparing for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases. RCSD will continue to work with the Monroe County Department of Health, Dr. Mendoza, Monroe County and city officials, and the NYS Finger Lake Re-Opening Task Force to determine parameters, conditions, or metrics, such as increased absenteeism or increased illness that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

The District may choose to modify operations in one or more schools before closing to help mitigate a rise in cases. The District will consult with Melody Martinez-Davis, Deputy Superintendent for Student Support Services; Erin Graupman, Coordinator of Student Health Services; Michael Schmidt, Chief Operating Officer, and the Monroe County Department of Health when making such decisions. At closure, the building will engage exclusively in remote instruction.

SAFETY, HEALTH, AND FACILITIES

The safety and health of our students, staff, and their families are our top priority. We want students and employees to feel comfortable and safe, returning to school campuses. School buildings must be safe places for students to learn effectively. Having healthy students and staff are not only critical

to the education children receive but also to the teachers and staff who deliver that high-quality education. 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).

In order to prevent the spread of COVID-19 infection in the District, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. The following protocols and procedures will be in place in all District schools when in-person schooling resume. Anyone with questions or concerns should contact the RCSD Support Hotline by calling (585) 262-8700 or by visiting our District's website.

Student Safety

To ensure student safety and to comply with State requirements, the Rochester City School District will do the following during hybrid learning:

- Always ensure social distancing of six feet between all students and students and staff unless a specific task requires a shorter distance.
- Masks are required to be worn at all times in classrooms unless a mask break is given. Mask breaks should only be a few minutes in duration and should take place when quiet work is being done. Six feet must be available.
- Provide face coverings for all students who do not have a face covering.
- Provide hand hygiene stations and encourage regular hand-washing with soap and water for at least 20 seconds. If soap and water are not readily available, an alcohol-based hand sanitizer containing at least 60% alcohol will be provided.
- Provide age-appropriate information on respiratory hygiene and preventing the spread of germs.
- Take students' temperatures daily once they have arrived at school.
- Parents/guardians will also be responsible for symptom screening, including temperature taking, before students coming to school every day.
- Families will be advised that sick students must stay home. Students will be encouraged to stay home when sick. Sick students will not be allowed to remain in school.
- Continually monitor the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH) websites to stay current with the most up to date COVID-19 information and guidance.

Employee Safety

To ensure employee safety and to comply with State requirements, the Rochester City School District will do the following:

- Always ensure social distancing of six feet between all staff and staff and students unless a specific task requires a shorter distance.
- Employees are required to wear proper face coverings at all times unless they are alone in their workspace.
- Provide face coverings for all staff.
- Provide hand hygiene stations and encourage staff to wash hands regularly with soap and water

for at least 20 seconds. If soap and water are not readily available, an alcohol-based hand sanitizer containing at least 60% alcohol will be provided.

- Provide information on proper respiratory hygiene and the prevention of germ spread.
- Take employees' temperatures daily once they have arrived at school
- Staff will also be responsible to take their temperatures every morning before they arrive at any District facility and be responsible for symptom screening, including temperature taking, prior to reporting to work.
- Require an electronic daily health screening before or immediately upon arrival to work.
- Encourage employees to stay home when sick. Sick employees will not be allowed to stay at work.
- Ensure any other required personal protective equipment (PPE) is available.
- Continually monitor the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH) websites to stay current with the most up to date COVID-19 information and guidance.

Engagement with Visitors

- Visitors will follow the six-foot social distancing mandate and follow regulations for wearing face coverings to limit the spread of illness while on site.
- Nonessential visitors will be limited at all District buildings, including school buildings, District offices, and facilities.
- All visitors will have to fill out a screening assessment and will have their temperature taken.
- When possible, student placement is being handled virtually. In-person student placement will be performed by appointment only.
- When possible, parent meetings and other meetings will be held as phone/virtual conferences.
- There will be no permits issued for inside building use. Outside use will be through permit only. Only activities approved by the State will be allowed and must adhere to all CDC and NYSDOH requirements.
- The use of shared writing utensils and clipboards for sign-in will be minimized. Shared items will be disinfected between each use.
- When necessary, a protective barrier will be provided for reception and food service areas. Social distancing markers will be placed.
- Reception seating areas will be limited and set up to allow for social distancing (six feet separation).

Social Distancing

Social distancing, six feet of space in all directions between individuals (students and staff), will always be maintained, unless safety or core activity requires a shorter distance, or the individuals are of the same household. Barriers may also be used in specific situations when six feet of space cannot be maintained. Face covers are not required when behind a barrier.

- Barriers will be made of approved materials and will not adversely affect air flow, heating, cooling, or ventilation, or present a health and safety risk.
- Physical barriers can include strip curtains, cubicle walls, polycarbonate, or another impermeable divider.
- Social distancing markers will be used to denote six feet spacing in commonly used and other areas as necessary.
- Masks will be worn at all times in classrooms unless a mask break is given. Mask breaks should only be a few minutes in duration and should take place when quiet work is being done. Six feet must be

available. Employees are required to wear proper face coverings at all times unless they are alone in their workspace.

- Tightly confined spaces will be occupied by only one individual at a time. If occupied by more than one person, occupancy will be kept under 50% of maximum capacity. Examples include elevators, copy rooms, storage spaces, and vehicles (other than buses).
- When meals are being consumed, six feet of space is required. Masks must worn immediately after meals are consumed.
- Cohorts of students will be created whenever possible. Cohort size will be determined by the number of students that fit into a classroom while maintaining social distancing. For most, classrooms this will be twelve students or less.
- Student cubbies will be assigned by cohort group and disinfected accordingly to CDC guidelines.
- Special area teachers will go to individual classrooms. If it is not feasible for the teacher to go to individual classrooms, the shared space will be disinfected between each group use. Shared space use plans will be identified in individual building plans.
- Twelve feet of space in all directions will be provided in all areas where aerobic activities (gyms), projecting the voice (singing), or playing a wind or brass instrument take place. When possible, these activities will take place outside. Face coverings will be worn at all times unless playing a wind or brass instrument.
- Large group events, such as student assemblies, athletics events/practices, performances, and school-wide parent meetings, will be cancelled or postponed.
- Virtual meetings will take place whenever possible. If an in-person full staff meeting is necessary, it cannot take place unless there is enough space for proper social distancing and does not exceed current State limits on gathering size.
- Office workstations will be arranged so that employees are at least six feet apart or separated by a barrier. If workstations cannot be separated, a face covering must always be worn.
- Shared workstations will not be used unless no other option exists. If a shared workstation is used, it will be cleaned and disinfected before and after by the user, if an adult. If used by a student, it will be disinfected by an adult.
- Designated areas for pick-ups and deliveries will be established in each building, limiting contact to the extent possible.

Health and Safety in Shared Spaces

Classrooms

- Classrooms will be arranged so that students are six feet apart in all directions when sitting at their desk or table.
- Desks will be placed facing the same direction to reduce potential transmission of disease by droplets produced by talking, coughing, or sneezing.

Cafeterias

- Cafeteria usage will be minimized. When and if use, will be arranged so that students are six feet apart in all directions.
- Disinfection will take place between each group use.
- Students will perform hand hygiene before and after eating.

Gymnasiums

- When engaged in physical activity, twelve feet of space in all directions will be provided.
- Disinfection of shared objects will occur between each use.
- Students will perform hand hygiene before and after using shared objects.

Special Area Rooms (e.g., Music, Art, Dance)

- Special area rooms, when in use, will be arranged so that students are six feet apart in all directions.
- If required by the activity, twelve feet of space in all directions will be provided.
- Disinfection will take place between each group use.
- When possible, students will have their own supplies.
- Disinfection of shared objects will occur between each use.
- Students will perform hand hygiene before and after using shared objects.

Libraries

- Librarians will select books and take them to classrooms for students to make selections.
- When books are received back, they will be placed in quarantine for 72 hours prior to return to circulation.

Playgrounds

- Playground use will be limited, when possible, to one class (cohort).
- Hand hygiene will take place before and after playground use.
- Social distancing will be maintained as much as possible.
- Activities will be limited to cohort groups.
- Face coverings will be worn whenever six feet of distance cannot be maintained.

Restrooms

- Restrooms will not be occupied by more people than stalls.
- Six feet of space will be maintained unless in a stall.
- Signs will be posted to wash hands before and after using the restroom.
- Paper towels will be provided in restrooms.
- Open top trash containers will be provided whenever feasible.
- Supervision of students will occur as needed and required by adults for compliance to social distancing rules.

General Office Areas

- Tasks requiring large amounts of people to be in one area will be reduced or performed virtually when possible.
- Staff will be encouraged not to linger or socialize in common areas.
- Floor plans will be reviewed. When necessary and possible, seats, workstations, and furniture will be reconfigured to preserve recommended physical distancing in accordance with guidelines.
- When necessary and possible, workstations will be reconfigured so that employees do not face each other, or partitions will be placed if facing each other cannot be avoided.
- 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, consider limiting meetings to the current local, state, and federal guidelines.
- Face coverings must be worn.
- Social distancing requirements will be adhered to, six feet of space.

Conference Rooms

- If a conference room is used by multiple people, six feet of space is required in all directions or face coverings must be worn.
- In-person meetings are limited to State size restrictions on gatherings in place at the time of the meeting.
- Wearing a face covering is encouraged throughout the meeting.
- If meetings occur in person, they will be conducted in a quick manner.
- Lingering and socializing before and after meetings will be discouraged.

Breakrooms and Lunchrooms - Adults

- The use of breakrooms and lunchrooms will be discouraged.
- When a breakroom or lunchroom is used, it will have cleaners and disinfectants available to wipe down before and after items are used.
- Hand hygiene will be encouraged before and after use.
- Signage will be posted.
- Some frequently touched items include:
 - Water coolers
 - Coffee makers

- Shared small kitchen appliances
- Refrigerator handles
- Vending machines
- Communal meals and shared food will not be allowed (e.g., bagels, donuts, candy and fruit bowls).
- When necessary, lunch breaks will be staggered to minimize occupancy in breakrooms and allow for social distancing.
- Congregating in breakrooms or lunchrooms will be discouraged.

Copier Rooms/Areas

- No congregating in copier rooms will be allowed.
- Copiers are difficult to clean due to the sensitivity of the hardware to liquids.
- Users will be provided hand sanitizer and gloves.
- Signs will be posted regarding proper hand hygiene before and after using the copiers to minimize disease transmission.

Elevator Use

- Whenever possible, only one person should ride an elevator at a time
- Riders in an elevator cannot exceed 50% of the elevator capacity. This will be posted on the outside of the elevator at each call button.
- Staff must wear a face covering whenever riding in an elevator.
- The use of stairs will be encouraged.

Shared Objects and Surfaces

- Touching of shared objects and surfaces will be discouraged.
- When in contact with shared objects or frequently touched areas, employees will be encouraged to wash hands before and after contact.

Some commonly touched shared objects include:

- Door handles and push plates
- Handrails
- Kitchen and bathroom faucets
- Light switches
- Handles on equipment
- Buttons on vending machines and elevators
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice

Frequently touched surfaces and objects will be cleaned and disinfected several times a day to further reduce the risk of germs on surfaces and objects.

Shared Toys, Classroom Supplies and Other Items

Efforts will be made to minimize the use of shared or communal classroom items.

- If an item must be used by more than one person, it will be disinfected between each use.
- If an item cannot be disinfected, proper hand hygiene will take place before and after using the item.

Computer Keyboards

Computer keyboards are difficult to clean due to the spaces between keys and the sensitivity of its hardware to liquids. When shared, they may contribute to indirect transmission

Locations with community use computers will have:

- Hand sanitizing stations and gloves.
- Posted signs regarding proper hand hygiene before and after using the computers to minimize disease transmission.

Shared Tools and Equipment - Adults

Cleaners and disinfectants will be provided to be used to wipe down before and after items are used. Hand hygiene will be encouraged after use. Signage will be posted.

Water Fountains

- One working water fountain is required for every one hundred building occupants.
- Water fountain use will be limited to bottle fillers whenever possible.
- When a bottle filler is not available, a water fountain must remain in use to meet building code requirements.
- Disposable paper cups will be provided.
- Signage will be provided at water fountains and bottle fillers on safe use.

Face Covering & Protective Equipment

The District has developed a plan with policies and procedures for maintaining social distancing of all students, faculty, and staff when on school facilities, grounds, and transportation.

- Employees will be provided with an acceptable face-covering at no cost to the employee.
- Students who arrive without a face covering will be provided with an acceptable face covering.
- Acceptable face coverings may be cloth or disposable and must cover both the mouth and nose.
- A face shield used alone is not an acceptable face covering.
- Face coverings with a sewn-in transparent area around the mouth are acceptable.
- Face coverings will be cleaned or replaced after use or when damaged or soiled, may not be shared, and will be properly stored or discarded.

An information page will be provided on how to wear and care for the face covering. This will include:

- How to Wear Face Covering Appropriately
- How to Put On/Remove Face Covering
- Proper Care of Face Coverings
- Staff and students may wear their own face coverings provided they cover the mouth and nose.
- Students younger than three will not be required to wear a face covering.
- Students that are incapable of wearing a face-covering because it would impair their physical health or mental health, must have a mask exemption form completed by their physician. These forms can be obtained by the school nurse.
- Face coverings are required to be worn at all times, including public areas such as hallways, restrooms, and buses.
- Times and locations will be provided for students and staff to have mask breaks. Locations of mask breaks will allow the person at least six feet of space in all directions. These will be identified in individual building plans.

- Staff requiring additional personal protective equipment (PPE), such as face shields, goggles, or gloves will be identified in this plan and trained on proper care and use. Individual hazard assessments will also be performed as required.

Health Hygiene

RCS D will emphasize healthy hygiene practices for students and staff by providing initial and refresher education in hand and respiratory hygiene, along with providing adequate supplies and time for frequent hand hygiene. Signs will be posted throughout the school (e.g., entrances, restrooms, cafeteria, classrooms, administrative offices, auditorium, and custodial staff areas). Supplies will be provided to allow for proper hand and respiratory hygiene. Training and signage will be utilized to encourage good hygiene practices and remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Hand Hygiene and Hand Sanitizer Use

- Hand hygiene stations with soap, water, and paper towels or an alcohol-based hand sanitizer containing 60% or more alcohol will be provided.
- Handwashing supplies will be provided in all bathrooms.
- Hand sanitizing stations will be provided at the main entrance of each building and throughout buildings as needed.
- Employees that are not assigned to a building will be supplied hand sanitizer.
- Training and education will be provided on proper hand hygiene, including how to properly wash hands, when to wash hands, and how and when to properly use hand sanitizer.
- Hand hygiene will occur:
 - Upon entering the building and/or each classroom.
 - After using shared objects or surfaces (e.g., electronic devices, musical instruments, writing utensils, tools, toys, desks, or tabletops).
 - 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.
 - Upon coming in from outdoors.
 - Anytime hands are visibly soiled.

Respiratory Hygiene

- Training will be provided on proper respiratory hygiene, including coughing and sneezing into a tissue or the inside of an elbow.
- Tissues will be available.

Cleaning and Disinfecting

The District will adhere to CDC and NYSDOH guidance on cleaning and disinfecting. Cleaning logs will be maintained that include the date, time, and scope of cleaning or disinfection in a building or area.

Supplies

Daily Supply Inspection

- Supply quantities will be inspected daily at each building.
- This will be tracked on the Daily Checklist for Supplies. Supplies to be inspected include: face covers, tissues, hand hygiene materials (e.g., soap, paper towels, hand sanitizer), and cleaning supplies (e.g., disinfectant, paper towels, general purpose cleaner).
- A shortage in supplies will result in a building being partially or completely closed until supplies can be provided.

Procuring Supplies

- The Monroe County Department of Health is providing masks and hand sanitizer as needed.
- The District is also purchasing additional PPE and cleaning items.

Daily Cleaning

- Occupied areas of all buildings will be cleaned and disinfected every evening and periodically throughout the day as required by NYSDOH Interim Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19 and Interim Guidance for Cleaning and Disinfection of Primary and Secondary Schools for COVID-19.
- High-touch areas will be cleaned and disinfected more frequently. High-touch surfaces include tables, doorknobs, light switches, countertops, handles/handrails, desks, phones, toilets, faucets, and sinks.
- Additional cleaning will take place as necessary.
- Staff will be trained on how to safely use cleaners and disinfectants.
- Staff will be provided with appropriate PPE when required.
- Staff will be instructed to clean shared frequently used high-touch items before and after each use.
- A cleaner and disinfectant will be available.
- When a cleaner or disinfectant is not appropriate, a hand sanitizing station and/or gloves will be provided.
- Disinfectants provided will be on the EPA List N: Disinfectants for Use Against SARS-CoV-2.
- Students will not be allowed to use disinfectants and should not be immediately present when disinfectants are in use whenever possible.

Disinfection of Contaminated Areas

In the case of a student or staff member with a suspected or confirmed case of COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting the building: <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

- Close off areas used by the person who is sick.
- The building does not necessarily need to close operations if affected areas can be closed. Once the area(s) have been appropriately cleaned and disinfected, it can be reopened for use.

- Open outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person who is sick, such as offices, classrooms, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and copiers.
- Vacuum the space if needed. Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
- Workers without close contact with the person who is sick can return to work immediately after disinfection. Workers determined to have close contact will be identified and notified through contact tracing done by the Monroe County Department of Health.
- If more than seven days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection.

Ventilation

- Adequate, code-required ventilation will be maintained as designed.
- Preventative maintenance, filter changes, and repair will occur as required.
- Any planned changes to HVAC systems, including filter type modifications, will be reviewed and approved as required

Health Checks

RCSD has developed resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. The resources include the requirement for any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection to not come to school. The Centers for Disease Control and Prevention (CDC) list of Coronavirus symptoms was used to develop these resources.

RCSD will implement the following practices to conduct mandated health screening.

Continuous Log

All employees will be required to use their badge to gain access to buildings. This will be done at each building even if multiple buildings are visited on the same day. This information will be used to support contact tracing efforts by the Monroe County Department of Health. Employees cannot badge in for other employees.

- All visitors will be required to sign-in at each building, excluding deliveries that are performed with appropriate PPE or through contactless means.
- Student attendance will be taken daily, and up-to-date schedules will be maintained.

Screening and Health Checks

- Staff and visitors will fill out an electronic screening assessment prior to or immediately upon arrival to any District building. The screening assessment will include all questions required by the NYSDOH Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency.
- Direction will be provided to parents/guardians to assess their child for symptoms prior to their

arrival to school.

- Students and staff are required to notify the District when they develop symptoms or if their answers to the screening assessment change during or outside of school hours. When outside of school hours, staff should call or email the Benefits Department, and students, or students' parents/guardians should call or email the school nurse.
- Staff will be trained to observe students and other staff members for signs of illness, such as flushed cheeks, rapid or difficulty breathing (without recent physical activity), fatigue or irritability, and frequent use of the bathroom.

Screening Assessment - Staff and Visitors

- Staff will receive a daily email to self-screen prior to coming to work. If staff are unable to complete the digital screening prior to their arrival, there will be kiosks available onsite to complete the assessment.
- A positive screening will result in an onscreen directive to not report to work or to leave immediately and to contact their healthcare provider, supervisor, and the Benefits Department. An email will go directly to the employee's supervisor and to the Benefits Department.
- Staff will be provided with training on how to use the screening assessment tool, what to do if they do screen positive and to stay home if they will screen positive if they use the onsite screening kiosk.
- Visitors will use the onsite screening kiosk and will not be admitted if they screen positive. They will be advised to contact their healthcare provider.
- Visitors must follow all safety protocols as listed in this plan.

Screening Assessment - Students

Parents/guardians will be provided with information on how to assess their child prior to school each day. This will include monitoring of symptoms and temperature and to have the child stay home if symptoms are present. At-home screening information will be provided on the District webpage, social media sites, and via email and automated phone messages.

- Reminders to continue daily student screenings will be sent regularly on social media sites, email, and automated phone messages. Written notices will be provided in native languages when necessary.
- Parents/guardians will be asked to complete a periodic screening questionnaire.
- If a parent/guardian is present, they will be asked about symptoms, fever, shortness of breath, or cough.
- If a parent/guardian is not present, the student will be asked about and observed for symptoms by the screener.

Positive Screening or Signs of Illness

Students and staff exhibiting symptoms of illness with no other explanation will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, students or staff with COVID-19 symptoms not explained by chronic health conditions will be isolated and sent home for follow up with their health-care provider.

- A dedicated isolation room will be identified at each school for students or staff members who screen positive, present with a temperature, or show signs of illness. Multiple students or staff members may use the same isolation room provided they can be separated by six feet.

- Employees will be directed to leave immediately, if possible, and to contact their direct supervisor, the Benefits Department, and their healthcare provider.
- Students will be supervised in the isolation room until they are picked up or otherwise sent home.
- Students should be escorted from the isolation room to the parent/guardian.
- Students or the students' parents/guardians will be advised to contact their healthcare provider and provided with information on testing resources.
- Symptomatic students or staff members will follow CDC's Stay Home When You Are Sick guidance unless otherwise directed by a healthcare provider or the local department of health.
- If the student or staff member has emergency warning signs, such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, bluish lips or face, or severe abdominal pain staff, will be trained to call 911 and notify the operator that the person may have COVID-19 or symptoms of Multisystem Inflammatory Syndrome in Children.
- Staff will be trained on the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19, which is a serious condition associated with COVID-19 in children and youth. The school will notify the parent/guardian if a child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:
 - Fever
 - Abdominal pain
 - Vomiting
 - Diarrhea
 - Neck pain
 - Rash
 - Bloodshot eyes
 - Feeling more tired or extra tired

Contact Tracing and Reporting

District staff will not try to determine who is to be excluded from school or work based on contact without guidance and direction from the Monroe County Department of Health.

- When possible, staff and students will be notified by the District of possible contact with a symptomatic or COVID-19 positive staff member or student. Confidentiality will be maintained as required by federal and State laws and regulations. The Monroe County Department of Health is responsible for community contact tracing, including staff and students.
- The CDC defines close contact as being within six feet for at least 15 minutes.
- If a staff member, student, or visitor test positive for COVID-19, the District will immediately notify State and local health departments and cooperate with contact tracing efforts. The Monroe County Department of Health will be notified of all individuals who entered the site dating back 48 hours before the person tested positive or started experiencing symptoms, whichever is earlier.
- The District will assist the Monroe County Department of Health in all tracing efforts by supplying student and staff attendance and location information, student schedules, and visitor logs.
- The Student Health Services Department, the Environmental Health and Safety Department, and/or the office of the Chief Operating Officer will be responsible for notifying the Monroe County Department of Health if an employee reports that they have tested positive.
- Monroe County Department of Health Contact Information: PHONE: (585) 753-5555 EMAIL: COVID19@monroecounty.gov

- If an employee tests positive for COVID-19, the Student Health Services Department, the Environmental Health and Safety Department, and/or the office of the Chief Operating Officer will use Crisis-Go to notify critical District staff.
- The Student Health Services Department, the Environmental Health and Safety Department and/or the office of the Chief Operating Officer will work with supervisors and facilities staff to identify locations requiring cleaning and disinfection.
- If an employee tests positive for COVID-19, other staff (staff that did not have close contact) may be contacted through email or by a supervisor or other District staff. These employees should self-monitor for symptoms such as fever, cough, or shortness of breath. If they develop symptoms, they should notify their supervisor and the Benefits Department and stay home.
- Confidentiality of any staff or student who tests positive or has been exposed will be maintained.

Positive COVID 19, Contact and Return to Work and School

- Staff returning to work following a positive test for COVID-19, a positive screening result, suspected COVID-19 case, or official quarantine will be determined by the Benefits Department using the NYSDOH Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure.
- An employee who travels to locations on the NYS travel advisory will need to follow the required quarantine period before being returned to work.
- Students returning to school will be determined by School Health Services. Specific criteria for student returning to school following an illness, a positive test for COVID-19, a positive screening result (close or proximate contact), suspected COVID-19 case, or official quarantine can be found in the School Health Services section of the District Reopening Plan.

School Health Services

The school nurse (RN) serves in the health office on-site within buildings as the leader of the school health services team in the building and directly supervises in some cases LPNs and health aides.

The RN ensures that medical directives, medical advisories, and medical practices, procedures, and protocols written by the School Medical Director are followed.

Social Distancing

Every effort will be made for all students to be kept six feet apart any time a student comes to the health office.

- Markers will be placed on the floor around the outside door of the health office and will be marked with tape or similar substance cordoning off a minimum of three feet on all sides.
- Signage stating STOP! WAIT FOR THE NURSE! will be placed on the line. Space markers indicating six feet distancing will be on the floor for waiting for students to stand or appropriately spaced chairs for them to sit.
- A monitor, health aide, LPN, or the school nurse will supervise and triage students outside the health office and return students to class if they do not need to enter the health office.
- When the health office is full (i.e., proper social distancing is physically impossible inside the health

office), the school nurse will notify the building administrator that support is needed to prevent the office from becoming too crowded to maintain six feet of physical distancing.

Protective Equipment

- All health office staff will always have and wear a face covering while providing care in the health office.
- All nursing staff will be fit tested annually for N95 masks. When N95 masks are made available in sufficient supply for health providers outside of the hospital setting, the RN or LPN under the direct supervision of an RN providing direct contact care to students will use an N95 mask. Otherwise, in the absence of N95 masks, the RN and LPN providing direct care may choose to double surgical type masks.
- All health office staff will have a supply of gowns and gloves. The school nurse and LPN, if present, will have goggles and booties as needed for direct patient care.
- All students or staff who enter the health office will wear a face covering. If they enter the health office without a face covering, one will be provided. Should the individual have a medical exemption from wearing a face covering, that individual will be strictly quarantined while in the health office six-feet away from anyone, particularly someone who might be ill with COVID-19.
- If there are two offices available to the school nurse, a clean office and a containment office, the student unable to wear a face covering should be in the clean office unless the school nurse has assessed that the individual is a Person Under Investigation (PUI) for COVID-19. In that case, the person without a mask should stay in the containment room.

Health Office Space

- The Coordinator of Student Health will collaborate with building administrators before the start of the school year to attempt to create at least two office spaces during the COVID-19 pandemic: a clean room and a “containment” room.
- The “containment” room would be used for any potentially ill child who could have an infectious condition, including COVID-19. The clean room, which could be the nurse’s office, would be for routine matters typically encountered in the school health office, such as daily medications, asthma treatments, diabetes testing, treatments of bumps, cuts, and bruises, etc. They will also collaborate on the matter of adult supervision in both rooms.
- Both rooms need to be near one another so the health office staff can supervise students in each room. Both rooms, if possible, require sinks, windows for ventilation, and supplies appropriate for a health office. Both rooms require cots for students who need to rest until dismissal by a parent. Both rooms need a phone for communication within and outside the building. The RN is best able to work with the building administrator to ensure that both rooms are properly set up for smooth operation before the start of school.
- In situations where a separate “containment” room is not possible, the health office needs to have the means to cordon off an area inside the health office, ideally near a window that can be open for ventilation, where an ill individual may be held until dismissal and decontamination of that space. A room divider that extends close to the ceiling and floor would be useful and better than curtains. Curtains would suffice if room dividers are not available. Proper ventilation by opening windows in the room will be necessary.

- The school nurse will measure the health office room(s) before the start of school to determine the maximum number of students who can safely be distanced six feet apart before the room is considered full. As stated above, once that space reaches capacity, the nurse shall place a STOP sign on the door and call the school administrator for assistance. A line of chairs spaced six feet apart outside the health office might serve as a safer waiting area in that event until assistance arrives. If the office is full and a child or staff member has an emergency, the nurse would need to go to the emergency rather than the emergency being brought to the health office.

In-Person Care

- All students or staff entering the health office will wash their hands or use 60% or greater hand sanitizer.
- If the suspected infectious condition is COVID-19 and an N95 mask is available, the nurse will don that mask. If one is not available, the nurse may choose to don two surgical type masks.
- Limiting unnecessary student trips to the health office will be a primary goal to lessen the risk of spread of infection throughout the building.
- All teachers will be supplied with a small supply of band aids, tooth boxes or envelopes, feminine hygiene products, etc., that they can use to keep students within the classroom to the best of their ability. This procedure will reduce students leaving their cohorts to roam in the hallways.
- When a teacher must send a student to the health office, the teacher should call the school nurse who may choose to come or send a designate to the classroom and triage the student outside the classroom door. After an initial assessment, the nurse may return the student to the classroom or take the student to the health office for further assessment, treatment, or dismissal home.
- The District will ask all parents of students on daily medications to discuss dosing schedules with their private physicians. They should attempt to ascertain whether long-acting medications or timing of medicines can be altered to allow delivery before and after school rather than requiring dosing in the middle of the school day to avoid trips to the health office, namely wandering in the hallways.
- The school nurse will create a safe medication delivery system in a setting free from potential contamination. If a “clean” room is not available, a medication cart that is supervised at all times might be set up at critical medication times with a water pitcher and cups outside the office door. This setup will prevent students from having to enter the health office that might have ill students awaiting pick up when containment rooms are not available. Alternately, depending on school configuration and number of medications, the school nurse may consider taking medications to students and administering to them outside the classroom door, assuring the privacy and dignity of the student to the best of their ability.
- Students with non-infectious respiratory conditions such as asthma who are on regular inhaler or nebulizer use need particular attention. Nurses will discuss with parents the importance of checking with private prescribers whether children are responsible and ready to carry and use medications independently to avoid trips to the health office needlessly. Students previously on nebulizers should discuss whether Metered Dose Inhalers (MDI) and spacers during the pandemic may be a safer choice rather than coming to the health office and using the nebulizer, even with their own tubing and mouthpiece.
- For students who still need to use a nebulizer, nebulizers may not be used in the same space where there are other individuals. The nebulizer may not be used in either the clean or containment

health office rooms. The nebulizer may cause the COVID-19 virus to persist in droplets in the air for one to two hours or longer. The administration of albuterol via a nebulizer must be in a location that minimizes exposure to other persons. It must be in a location where air is less likely to be recirculated into the general area of use by others. All dependent surfaces in the area of a nebulizer require disinfection. Ideally, doing the treatment outside on a porch is best, weather permitting. Lacking that, a small closet area that will not be used for 24 hours is another option. A school nurse must wear an N95 mask to assist the student with a nebulizer. Proper handwashing by the student and the nurse before and after the procedure is essential. The nurse will use standard precautions, don and doff a fit-tested N95 mask, gown, eye protector, and gloves, and assist the student using judicious avoidance. Following the procedure, the nurse will decontaminate and disinfect the entire machine and area and dispose of all contaminated tubing, mouthpiece, and PPE properly. Similar safety procedures shall be applied to students in need of suctioning during the school day, keeping in mind the risk for aerosolizing of the virus could cause the persistence of the virus in the air and on surfaces for several hours after the procedure. Because of the high risk of both of these procedures, if the school nurse is unable to find a safe location to conduct these procedures, the school nurse will alert the building principal to consider alternate solutions.

- Parents of children with diabetes should discuss whether their children have become independent or self-directed enough to test in the classroom with minimal assistance from the classroom teacher to lessen the number of visits to the health office. Lacking that, consideration might be given to having a nurse or aide go to the student in the classroom rather than having the student walk in the hallways to go to the health office.
- For students and staff already in school who become ill, school nurses will use the Fever/Symptom Flowsheet for triage.

Hygiene, Cleaning, and Disinfection

- The school nurse will adhere to and promote hygiene, cleaning, and disinfection guidance of the health office beyond the routine cleaning and disinfection that commonly occurs each day by District maintenance staff.
- The health office will have posters that reinforce and educate proper handwashing, cough and sneeze etiquette, mask wearing, and physical distancing.
- The school nurse will participate in classroom instruction on these issues at the request of classroom teachers.
- The school nurse will maintain hygiene and disinfection within the health office by using spray disinfectant and disposable towels on cots and chairs between student use, treatment areas, sinks, bathrooms, and high-touch surfaces after use and whenever dirty or potentially contaminated.
- The school nurse will ensure that health office staff are doing the same by assigning responsibility as needed.
- Disinfection of the health office will occur after the care of a student, whenever the office is dirty or contaminated, as well as at the end of each day.
- Handwashing or use of hand sanitizer will occur before and after treatment of or interaction with any new individual, whenever hands are dirty, after toileting, before and after eating, after using a tissue or sneezing and coughing, after removing gloves, and at least every two hours.

Ventilation

- Health office doors and windows will be opened to circulate fresh air to the greatest extent

possible, weather permitting, while maintaining health and safety protocols.

- In health offices where there are no windows, Directors of Facilities will ensure that appropriate filters are in place and are changed with proper frequency to decrease the risk of recirculated infectious and particulate matter. A “containment” room door will always be closed to the public; however, the windows may be opened for outdoor air, weather permitting, while maintaining health and safety protocols.

Contact Tracing, Attendance and Reporting

- The main office staff or teacher will notify the school nurse of reported cases of positive COVID-19.
- The nurse will notify the Coordinator of Student Health Services who will notify the local public health department of positive confirmed cases as required by law. Confidentiality is always maintained by the school health office for all medical matters, except as required for a reportable disease to the public health department.
- The school nurse, as a medical professional, and the main attendance officer or teacher who monitors attendance as District employees, shall not disclose medically confidential information to others.
- The nurse will notify the public health department and the school physician if there is a detected uptick in cases or clusters of illness or more than 10% of the student body or staff showing signs of the same illness even if testing COVID-19 negative.

Student Return to School

When the school has a confirmed positive student case of COVID-19, the school nurse will follow the Fever/Symptoms Protocols Flowsheet, including the return to school protocol.

The criteria include the CDC recommendations of:

- 24-72 hours with no fever, and respiratory symptoms have improved (e.g., cough, shortness of breath) and
- Ten days since symptoms first appeared.

On-site Staff Illness

For staff who may become ill during the day and require nursing intervention, the Fever/Symptom Flowsheet is appropriate for use by the school nurse for employees in determining when to release an individual based on an assessment of possible COVID-19 illness. Return to work protocols will be managed by the Benefits Department since Federal and State regulations play a role in employee matters..

Vulnerable Populations/Accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or simply do not feel comfortable returning to an in-person educational environment. It is our goal that these individuals can safely participate in educational activities. People in the following groups should consult with their healthcare provider regarding prevention measures:

- Individuals age 65 or older
- Pregnant women
- Individuals with underlying health conditions, including, but not limited to:
- Chronic lung disease or moderate to severe asthma

- Serious lung conditions
- Immunocompromised
- Severe obesity (body mass index of 30 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Sickle cell anemia
- Children who are medically complex (neurologic, genetic, or metabolic conditions) or have congenital heart disease

Refer to the CDC's People Who Are at Increased Risk for Severe Illness for the most up-to-date information.

School Safety Drills

RCSO will conduct fire (evacuation) drills and lockdown drills as required by education law and regulation and the fire code, without exceptions. The drills required by Education Law § 807 include eight (8) evacuation drills and four (4) lockdown drills. These drills will be completed as required.

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Drills will be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the District's or other applicable school's decision and responsibility. Those changes must be included in the Fire Safety Plans.

When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency; however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to School Safety Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing/using masks.
- Evacuation drills can be conducted on a staggered schedule, only evacuating one or a few classrooms at a time, allowing appropriate distance to be kept between students to the evacuation site. Staggering by classroom will minimize contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day.
- If schools reopen with a "hybrid" in-person model, such as one where students attend school

alternate school weeks to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person.

- Conduct lockdown drill in classroom without “hiding”/”sheltering” but provide an overview of how to shelter or hide in the classroom.
- School buildings will identify how drills will be conducted using the following considerations:
- Students will be instructed on actual emergency procedures and that maintaining social distancing in an actual evacuation or lockdown is not the first priority.
- Evacuation drills can be conducted on a staggered schedule, only evacuating one or a few classrooms at a time, allowing appropriate distance to be kept between students to the evacuation site. Staggering by classroom will minimize contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day.

CHILD NUTRITION

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 socially distanced appropriately.

The District will provide 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 unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Meal Services

Breakfast and Lunch

School breakfast and lunch will be provided to students who were previously receiving school meals, both on site and remotely. Safety precautions will be in place to protect students with food allergies if meals are provided in spaces outside the cafeteria.

- Students will eat at their desk.
- Spills will be properly cleaned up.
- Students will not be allowed to share food and beverages.
- Students will perform proper hand hygiene before and after eating.
- There will be no self-service items available.

Social Distancing



Staff

- Six feet of social distance will be maintained unless it is necessary to be closer to another individual to complete the task being performed. Face coverings will be worn whenever six feet of social distance cannot be maintained.
- There will be no gatherings in break rooms.
- When employees use a breakroom, they will wear face coverings unless eating. If eating, employees will be distanced six feet apart in all directions.
- If cafeterias are in use, barriers will be used at point-of-sale/pick-up locations.
- Additional barriers will be used as necessary. Specific needs will change as on site staff numbers change and will be evaluated by the Environmental Health & Safety Department.

Students

- Whenever possible, meals will be provided in classrooms.
- Social distance of six feet in all directions will be maintained when students are eating.
- If cafeterias are in use, meal periods will be staggered to allow for disinfection between each use.
- If cafeterias are in use, a six-foot spacing marker will be placed in front of the serving lines while students are waiting to pick up food.

Protective Equipment

- Face covers will be available for all students and staff that require a face cover and do not have one. Other protective equipment (e.g. gloves, face shields, or goggles) will be provided as necessary.

Hygiene

Staff

Signage will be placed at hand sinks directing staff that hand sanitizer is ineffective on visibly soiled hands and that they must wash hands with soap and water.

Staff will perform hand hygiene regularly and at minimum:

- After using the restroom
- Prior to handling food
- After wiping or touching their nose, mouth, or eyes
- After using disinfectant or other cleaners
- Before and after using any shared object, item, or tool
- Gloves will be used, when possible based on the task, when shared objects, items, or tools are used.
- If gloves are used, they will be replaced regularly, as required by code and at minimum, whenever they become soiled or damaged.

Students

- Students will perform hand hygiene before and after eating.

Cleaning

- Appropriate cleaning chemicals and disinfectants will be provided.
- Clean water rinses will occur as required on surfaces with direct food contact.
- If cafeterias are in use, serving lines, seating areas used by students, touch pads, and other shared surfaces will be disinfected between each group use.
- Carts used for food delivery will be disinfected before and after each use.
- Other shared spaces, tools, and/or equipment will be disinfected between each use.
- Kitchen managers, or their appointees, will inspect and record supply inventory daily on the Daily Checklist for Supplies.

Training and Education

The Food Service Department will provide information related to school reopening and other mandatory requirements to staff prior to and immediately upon their return to work.

TRANSPORTATION

RCSD will conduct transportation activities that are consistent with State-issued public transit guidance and NYSED school reopening guidelines. Students and school staff must always wear acceptable face coverings on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to

wear a face covering but must be appropriately socially distanced. Members of the same household may be seated within six feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by districts and contract carriers will be cleaned/disinfected once a day. High contact spots will be wiped down after the morning (AM) and afternoon (PM) run, depending upon the disinfection schedule.

Students and personnel on the bus will also be authorized to carry personal-size bottles of sanitizer, whose contents should not exceed 8 ounces in volume. These should be secured when not in use. Wheelchair school buses will configure wheelchair placement to ensure social distancing of six feet. 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. The following outline the protocols and procedures from the RCSD Transportation Department.

School Bus Staff

School bus drivers, monitors, attendants, and mechanics are required to perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19, they will notify their employer as per the reporting policies and seek medical attention.

School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.

Transportation staff (drivers, monitors, attendants, mechanics, and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

Transportation departments/carriers will need to provide personal protective equipment, such as masks and gloves for drivers, monitors, and attendants in buses as well as hand sanitizer for all staff in their transportation locations, such as dispatch offices, employee lunch/break rooms, and/or bus garages.

Drivers, monitors, and attendants who must have direct physical contact with a child must wear gloves.

Social Distancing

Staff

- Six feet of social distance will be maintained unless it is necessary to be closer to another individual

to complete the task being performed. Face coverings will be worn whenever six feet of social distance cannot be maintained.

- There will be no gatherings in the break room.
- When employees use the break room, they will wear face coverings unless eating. If eating, employees will be distanced six feet apart in all directions.
- No shared meals or solicitations from outside services will be allowed.
- Floor markings will be placed at the time clock and other locations as necessary to encourage social distancing.
- Barriers will be used as necessary. Specific needs will change as on-site staff numbers change and will be evaluated by the Environmental Health & Safety Department.

Students

- The number of passengers on the bus will be limited.
- Students will wear face covers at all times while on the bus.
- Students will sit one student per seat unless from the same household.
- Wheelchair school buses will configure placement to ensure social distancing of six feet.
- On the way to school, students will be loaded from back to front and unloaded front to back.
- On the way home from school, students will be loaded so that students that get off first are in the front of bus.
- Students will maintain social distance when entering and exiting the bus.
- Drivers will encourage social distancing of students at bus stop loading areas.

Protective Equipment

- Face covers will be available on the buses for all students and staff that require a face cover and do not have one.
- Other protective equipment (e.g. gloves, face shields, or goggles) will be provided as necessary.

Staff

- Staff will always wear a face covering while on a school bus or other student transportation vehicle.
- Staff may wear a face shield or safety goggles while on a bus if they do not impair the driver's vision.

- Staff that come into direct physical contact with students will wear disposable gloves.
- Staff will wear a face covering in all common areas and whenever six feet of distance cannot be maintained.

Students

- Students will always wear a face covering while on a bus unless the student is incapable of wearing a face covering because it would impair their physical health or mental health.
- Students that cannot wear a face covering be will be seated so that there is six feet social distance in all directions.

Hygiene

Students and personnel on the bus will also be authorized to carry personal-size bottles of sanitizer, whose contents should not exceed 8 ounces in volume. These should be secured when not in use.

Staff

- Staff will be provided with gloves that will be used whenever direct physical contact is necessary.
- Staff will perform hand hygiene before routes and as soon as possible after routes are completed.

Students

Students will perform hand hygiene upon arrival to school.

Cleaning

- Buses will be equipped with disinfectant.
- Buses will be cleaned/disinfected in between each route and at the end of the day.
- Shared spaces, tools, and/or equipment will be disinfected between each use.
- Directors, or their appointees, will inspect and record supply inventory daily on the Daily Checklist for Supplies.

Ventilation

- When temperatures are above 45 degrees and weather conditions permit, school bus windows and roof hatches will be opened slightly to provide for increased air flow.

APPENDIX

APPENDIX A

Parent Guide

APPENDIX B

Staff Handbook

APPENDIX C

SEL Toolkit

APPENDIX D

Library Plan

- A. Pre-K Guide
<https://drive.google.com/file/d/1-4OINIOvZbx68ugjOJ3aFsgNIjJ7v6t6/view>
- B. ELA Instructional Pacing K-6 Guide
<https://docs.google.com/document/d/14X8vwEUklmm5gdd1nGKn4bbveIVvzk2d-ie5uDtHDK/edit>
- C. ELA Instructional Pacing 7-8 Guide
https://docs.google.com/document/d/1HvPRjIPkcGPknbDMMR_6EMmWfJQSRzXSKtrFla3DW7c/edit?ts=5f3d778d
- D. ELA Instructional Pacing 9-12 Guide
https://docs.google.com/document/d/1x32Zetl18o8KwT2t6telA-39AERVAwbxS_8Essk_liw/edit
- E. Math Instructional Pacing Guides
https://docs.google.com/document/d/1EuJkiotqGGnuv-B4kb6WJrHPtvFT_N2PcR_KWzDSvTk/edit?usp=sharing
- F. Content Delivery Pacing Guide – Dance, Heath, Library, Music, Physical Education, Theatre, Visual Arts
<https://docs.google.com/document/d/1HL8fpS98Bg0yyJMRXfL1Sg61NmUpoLkwEisEU8l8tGM/edit>
- G. RCSD 2020-2021 Assessment Plan
https://docs.google.com/document/d/1TYL_ATdWd_RrwDxcjyGul_y2v6voq_X-QIV-6j57JQQ/edit
- H. Dual Language Phase 2 Reopening Guidance
Schools 9, 12, 17, 22, 28, 33, 35, Edison, Upper and Lower Monroe, & Wilson
<https://docs.google.com/document/d/1yqrpqfk9F0zJkYKwRrZ8lcppUd0RSoH7NlffhS1gqQk/edit>
- I. ENL Only Reopening Guidance
<https://docs.google.com/document/d/11l1CPTQtsb8KKdzz6kMYjwIBHGmPokHxhdEibRRXJYg/edit>
- J. Supports for English Learners: ELL Grading Recommendations
<https://drive.google.com/file/d/1XMHQNMANN993Nyd3hQgb-Ok2QKGE5fYYK/view?usp=sharing>
- K. Student Learning Schedules
<https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/5740/StudentLearningSchedules.pdf>
- L. OPE Manual 2020-21

REFERENCES

- Centers for Disease Control and Prevention Coronavirus (COVID-19)
- Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health (July 13, 2020)
- Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency (June 26, 2020)
- Interim Guidance for Food Services during the COVID-19 Public Health Emergency. (June 26, 2020)
- 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)
- Occupational Safety and Health Administration COVID-19 Website
- 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)
- Hung, M. L., Chou, C., Chen, C. H., & Own, Z. Y. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education*, 55(3), 1080-1090.
- AASA Covid-19 Recovery Task Force Guidelines for Reopening Schools: An Opportunity to transform Public Education
- CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again, May 2020
- Operational Issues in the Reopening of Schools during the COVID-19 Crisis; Facilities,

Transportation, and Security. Council of Great City Schools (June 2020)

- Reopening Washington Schools 2020 – District Planning Guide. Washington Office of Superintendent of Public Instruction
- Strong Schools NC – Public Health Toolkit (K-12): Interim Guidance as of June 8, 2020
- Stronger Together – A Guidebook for the Safe Reopening of California’s Public Schools – California Department of Education, June 2020
- Jones E, Young A, Clevenger K, Salimifard P, Wu E, Lahaie Luna M, Lahvis M, Lang J, Bliss M, Azimi P, Cedeno-Laurent J, Wilson C, Allen J. Healthy Schools: Risk Reduction Strategies for Reopening Schools. Harvard T.H. Chan School of Public Health Healthy Buildings program. June 2020.

Updates have been made to align with the new [school resources and tools](#) that were released on July 23rd and 24th and the latest COVID-19 information.

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

NYSED-updates listed at site

<http://www.nysed.gov/coronavirus/guidance-p-12-schools>

NYSDOH toolkit-September 2020

https://coronavirus.health.ny.gov/system/files/documents/2020/10/prek-gr12_toolkit.pdf

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.

