



SCHOOL YEAR 2020-2021: RCSD REOPENING

AUGUST 2020



INTRODUCTION

On Monday, July 13, Gov. Andrew 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.

Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While districts have been instructed to prioritize efforts to return all students to in-person instruction, districts must also plan for remote/distance learning as well as a hybrid model that combines in-person instruction and remote learning. Parents will always have the choice to remain in the remote learning model. As a parent/guardian, we recognize and honor your concerns about sending your child/children to school at this time. In the event where in-person instruction is not feasible for your child, we would like to offer your child the opportunity of enrolling in our RCSD Online Learning Platform. Please contact your child's school as soon as possible if you require this instructional model.

The plan outlined here is for the reopening of schools in the Rochester City School District (RCSD) for the 2020-21 school year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in the following schools:

Rochester Early Childhood
Education Center Northeast
Rochester Early Childhood
Education Center South
Clara Barton School No. 2
George Mather Forbes School No. 4
John Williams School No. 5
Virgil I. Grissom School No. 7
Roberto Clemente School No. 8
Dr. Martin Luther King, Jr. School No. 9
Dr. Walter Cooper Academy School No. 10
Anna Murray-Douglass Academy School No. 12
The Children's School of Rochester No. 15
John Walton Spencer School No. 16
Enrico Fermi School No. 17
Dr. Charles T. Lunsford School No. 19
Abraham Lincoln School No. 22
Francis Parker School No. 23
Nathaniel Hawthorne School No. 25
Henry Hudson School No. 28
Adlai E. Stevenson School No. 29

John James Audubon School No. 33
Dr. Louis A. Cerulli School No. 34
Pinnacle School No. 35
Andrew J. Townson School No. 39
Abelard Reynolds School No. 42
Mary McLeod Bethune School No. 45
Charles Carroll School No. 46
Helen Barrett Montgomery School No. 50
Frank Fowler Dow School No. 52
Montessori Academy School No. 53
The Flower City School No. 54
World of Inquiry School No. 58
Community School No. 106
Joseph C. Wilson Foundation Academy
Secondary Schools
East Upper and Lower Schools
Edison Career & Technology High School
Franklin Upper and Lower Schools
James Monroe Upper and Lower Schools
Joseph C. Wilson Magnet High School
Commencement Academy

Leadership Academy for Young Men	School of the Arts
Nathaniel Rochester Middle School	School Without Walls Commencement Academy
Northeast College High School	Rochester International Academy
Northwest Junior High at Douglass	Hart Street Programs
Rochester Early College International High School	OACES

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

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

Mr. Michael Schmidt, Chief Operating Officer, will serve as the District's COVID-19 Coordinator. Mr. Schmidt and the Operations Office will work closely with our local health department. The Operations Office will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the District is in compliance and following the best practices per State and federal guidelines. You can contact the RCSD Support Hotline by calling (585) 262-8700 or by visiting our District's website.

TO THE ROCHESTER CITY SCHOOL DISTRICT COMMUNITY,

I need to begin this letter by saying “thank you.” Ending the 2019 – 2020 school year during a global pandemic was nothing anyone in our community could have imagined. During the past several months you have been incredibly flexible, patient, innovative and resilient. Our RCSD community has shown its ability to navigate through this fluid situation with creativity and forward thinking.

Looking ahead to the upcoming school year, a lot of questions remain about what school will look like and when will we “return to normal.” While some of those questions can’t be answered as of this writing, the District has been working hard to prepare students, families, and staff for as safe as possible return to school for 2020 – 21. The health and safety of all students, staff, and school communities remain our priority.

The New York State Education Department (NYSED) and the New York State Department of Health have released guidelines to help school districts as they plan to reopen, whether that occurs in person, remotely, or a combination of the two. These guidance documents outline strict parameters that districts must follow in order to reopen schools safely. With that in mind, the District will continue to follow guidelines set forth by the Centers for Disease Control, NYSED, New York State, and Monroe County. We thank our partners at all levels of government, including Governor Andrew Cuomo, County Executive Bello, and County Health Director Dr. Michael Mendoza, for their guidance.

Our initial plans to return to school include a hybrid model of a return to brick and mortar buildings combined with digital learning as well as learning completely online. Feedback from varied internal and external stakeholders was an essential part of our planning. An online survey was launched the first week in July to help us better understand the concerns and questions individuals have as we consider a safe return to our school buildings. The Rochester City School District will continue to provide all students with access to high-quality grade-level instruction. While we understand distance learning has not been easy, teachers, administrators, and support staff will continue to work hard to ensure that your children have the materials and supports necessary to be successful.



This document details the safety precautions the District is undergoing to ensure a safe and healthy return to school. As always, we ask for your patience when visiting a school building as protocols and procedures may be different due to COVID-19. In order to keep everyone safe, please adhere to the guidelines and measures listed within this document. Thank you for your continued support and partnership as we work together to maintain a healthy learning environment.

Sincerely,

A handwritten signature in dark ink that reads "Lesli C. Myers-Small". The signature is fluid and cursive.

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



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COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

To help inform our 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 plan can also be translated into other languages, Spanish, Arabic, Nepali, and Somaali, 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 the reopening of schools and the new academic year, 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 channels, as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements, and options related to school operations throughout the pandemic.

The District is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with our school community. The information that we will share will be based on guidelines from the Centers for Disease Control (CDC), New York State Education Department (NYSED), New York State, and the Monroe County Department of Health.

Given the complexities around the reopening of schools during the COVID-19 pandemic, RCSD will provide regular and frequent communication to students, families, staff, and the wider community related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings, and proper hand and respiratory hygiene through a variety of communications channels.

- Dedicated webpage on the RCSD website to house all correspondence, documents, frequently asked questions, and general information. The site will also include guidance documents from the NYSED and the New York State Department of Health (NYS DOH), with pertinent links to outside resources from the Monroe County Department of Health, CDC, City of Rochester, and the Governor's office.
- School Messenger for sending phone calls and email messages to RCSD families and staff members encouraging them to a new update on the reopening webpage.
- RCSD social media channels to push out important information and updates.
- Individual school communications channels to share District communications with their school communities, including school websites, social media, and email.
- Parent groups – Office of Parent Engagement (OPE), Parent Advisory Council (PAC), Bilingual Education Council (BEC), and Special Education Parent Advisory Council (SEPAC) to share District communications through their established communications channels.
- Pop-up messages on student Chromebooks and emails to student email accounts.
- Annual student health mailing in August to include information on following the new COVID-19 protocols safely and correctly, including handwashing hygiene, proper face covering wearing, proper care for face coverings, social distancing, and respiratory hygiene.
- Annual RCSD calendar to include health and safety protocol, including proper handwashing, how to wear and care for face coverings, social distancing, etc. The calendar is mailed to all RCSD families.
- Posters, flyers, and magnets to communicate the new COVID-19 protocols, including handwashing hygiene, proper face covering wearing, proper care for face coverings, social distancing, and respiratory hygiene.
- RCSD support hotline for families will continue to operate during the school year in order to answer pertinent questions and provide the most current information to the community.
- Regular contact with local news media in the form of news releases and interviews with the Superintendent or her designees as appropriate.

Families and Students

Using the communications channels noted above, the District will provide guidance to parents and students with the following information regarding the reopening of schools and COVID-19:

- Survey to staff, students, and families completed on July 15, 2020, seeking input on the reopening of schools in the fall.
- Routine health screenings to include temperature checks and monitoring of COVID-19 symptoms.
- Each school building will have a dedicated containment room for students who record a temperature higher than 100 degrees Fahrenheit or present as symptomatic. 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 hygiene. Students will be required to wear proper face coverings and maintain social distancing at school.
- 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, such as social emotional and childcare 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 provide guidance to all staff with the following information regarding the reopening of schools and COVID-19:
- Survey to staff, students, and families completed on July 15, 2020, seeking input on the reopening of schools in the fall.
- Routine health screenings for monitoring of COVID-19 symptoms. Staff will fill out an electronic screening assessment prior to or immediately upon arrival to any District building. All staff will be required to do a temperature check daily prior to their arrival to 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 handwashing hygiene, proper face covering wearing, proper care for face coverings, social distancing, and respiratory hygiene. Employees will be required to wear proper face coverings when they are not able to social distance, and 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.

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. In addition, the Information Management & Technology Department (IM&T) will provide ongoing technology support to teachers, students, and families via the IT HelpDesk. The IT Help Desk can be reached at 262-8151 (follow the prompts) or by using the HelpDesk icon on ROConnect.rcsdk12.org to create a ticket.

The District will use existing internal and external communications channels to notify staff, students, and families/caregivers about in-person, 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 and 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 assess the best approach to communicating the information for each student's age group and 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
- Traditional media outlets embedded in-person instruction or remote learning instructions

This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover: hand hygiene, proper face covering procedures (how to wear and remove), social distancing, respiratory hygiene, and identifying symptoms.

Training and Education

- Training of staff and education of students will take place through multiple methods including in-person, videos, announcements, and signage.

- Training will include, but is not limited to:
 - Proper hand hygiene, including the use of hand sanitizer.
 - Respiratory etiquette, including covering coughs and sneezes.
 - Proper use and care of face coverings.
 - Encouraging staff to stay home when sick.
 - Social distancing rules
 - COVID-19 symptom identification and what to do when students or staff are observed exhibiting signs or symptoms
- The District will engage staff, students, parents/guardians, and visitors with necessary and consistent information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
- Signs and posters will be displayed in at least the following areas:
 - Entrances
 - Restrooms
 - Cafeterias and breakrooms
 - Classrooms
 - Administrative offices
 - Gyms and auditoriums
 - Custodial staff areas
 - Kitchens and serving lines
- Signage will remind staff, students, and visitors to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols, including:
 - How to stop the spread of COVID-19, staying home if they are sick
 - How to report symptoms or exposure to COVID-19
 - Proper respiratory etiquette
 - Proper hand hygiene
 - When and how to properly wear a face covering
 - How to store and dispose of any PPE, including a face covering
 - Social distancing rules
- The Communications Department will develop required signage and signage will be produced by the RCSD Print Shop.
- Signage will be placed by custodial staff.

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 of symptoms, temperature checks, and to have 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 will create and deploy signage throughout the district to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:

- Proper use of personal protective equipment (PPE)
- Acceptable face coverings and requirements related to their wear
- Hand washing
- Adherence to social distancing instructions
- Symptoms/prevention of COVID-19

In addition to signage, the District will encourage all students, faculty, staff, and visitors through verbal and written communication to adhere to CDC and NYS DOH guidance regarding the use of PPE through additional means such as on social media sites, email, and automated phone messages. Written notices will be provided in native languages when necessary.

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 prior to 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.

School building administrators and Chiefs of Schools will communicate with each other regularly and, if needed, will recommend to the RCSD Superintendent of Schools, Dr. Lesli C. Myers-Small, to consider closing school (s) if absentee rates impact the ability of the school to operate safely. 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 for the 2020-21 school year should 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:

- Always ensure social distancing of six feet between all students and students and staff unless a specific task requires a shorter distance.
 - Any time students are less than six feet apart from another person OR in a public space (e.g., hallways, buses, bathrooms), they must wear an acceptable face covering that covers both the mouth and nose.
 - Wear of a face covering will always be encouraged and may become required always based on State directives.
- 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, prior to students coming to school every day.
- Perform a periodic survey to monitor student symptom tracking.
- 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 stay at 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.
 - Any time staff are less than six feet apart from another person OR in a public space (e.g., hallways, buses, bathrooms), they must wear an acceptable face covering that covers both the mouth and nose.
 - Wear of a face cover will always be encouraged and may become required always based on State directives.
- 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 prior to their arrival at any

District facility and be responsible for symptom screening, including temperature taking, prior to reporting to work.

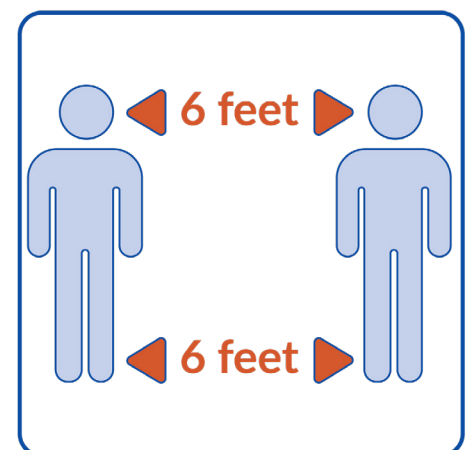
- Require an electronic daily health screening prior to or immediately upon arrival to work.
- Encourage employees to stay home when sick. Sick employees will not be allowed to stay at work.
- Ensure any other required personal protective equipment (PPE) is available.
- Continually monitor the Centers 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.
- Any time individuals are less than six feet apart from one another, an acceptable face covering will be worn.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are



wearing face coverings. 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 possible, breakfast and lunch will be consumed in the classroom.
- Cohorts of students will be created whenever possible. Cohort size will be determined by the number of students that fit into a classroom. For most, classrooms this will be twelve students or less.
- Lockers will not be used.
- 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 instrument take place. When possible, these activities will take place outside.
- 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.
- Limit office-based work to a maximum of 50% of a building's occupancy. This will require staff to work on an alternate schedule or continue to work from home.
- 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 will 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

- Cafeterias, when in 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.

Career and Technical Education (CTE) Rooms

- Classroom areas will be arranged so that students are six feet apart in all directions when sitting at their desk or table.
- Tool and workstation sharing will be limited. When necessary, disinfection will take place between each group use.
- Students will perform hand hygiene before and after using shared items.

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 50 people or less depending on 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.
- Wear of a face covering is encouraged throughout the meeting.
- If meetings are to 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.

District Vehicles (other than buses)

- Vehicle occupancy will be limited to one person.
- If it is necessary for more than one person to occupy a vehicle, all occupants must wear face coverings that cover the mouth and nose.

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 everyone 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, or where such covering would present a challenge, distraction, or obstruction to education services and instruction, will not be required to wear a face covering.
- Face coverings will always be required to be worn when social distancing is not possible as well as when in any public area, including, but not limited to, 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

RCSD 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:

1. Stay home if they feel sick.
2. 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.
3. Properly store and, when necessary, discard PPE.
4. Adhere to social distancing instructions.
5. Report symptoms of, or exposure to, COVID-19.
6. Follow hand hygiene, and cleaning and disinfection guidelines.
7. 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.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
 - Disinfectants used must be listed on EPA List N: Disinfectants for Use Against SARS-CoV-2.
- 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.

- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once area has been appropriately disinfected, it can be opened for use.
- 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 in 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

- All staff, visitors, and students will have their temperature taken every day onsite. Specific temperatures of individuals will not be recorded.
- 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. Additional screening will take place at school after arrival.
- 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.
- Students will also be screened upon arrival to school. Screening will take place with reliance on social distancing of at least six feet.

- 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.
- Students will be supervised during screening and temperature taking.

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

Screeners

- Staff will be trained on their tasks as a screener including proper procedures and safety precautions, including:
 - Performing hand hygiene prior to taking temperatures.

- Using new disposable gloves, if contact is made, with every individual. If no physical contact is made between the screener and individual, the same gloves can be used.
- Cleaning of non-contact thermometers with an alcohol wipe between each individual usage. The wipe may be reused if it remains wet. Contact thermometers, if used, will be thoroughly disinfected per manufacturer's instructions.
- Performing hand hygiene when screening is completed.
- Staff that will be taking temperatures will be provided with a face covering, a face shield or goggles, and gloves.
- Staff will be trained on how to properly take a temperature by the school nurse.

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 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:
 - Three days 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

RCSD 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.

Staff

- Staff will wear a face covering in all common areas and whenever six feet of distance cannot be maintained.
- Staff that routinely come within six feet of others due to the nature of the task being performed will be provided with a face shield or safety goggles.
- Staff will use other protective equipment as required by State and local sanitary codes.

Students

- If a cafeteria is in use, students will wear a face cover whenever they are not seated.
- Students will not wear a face cover when eating. Six feet of distance in all directions must be provided.

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.

Meals Offsite/Remote

Pre-made breakfasts and lunches will continue to be available to all of our students at all our High School Distribution Sites from 9:00 a.m. to 1:00 p.m., Monday through Friday.

Food Service – Production, Delivery and Logistic

Flow of Production		
Building Type	Meal	Procedure
K-4 Onsite Feeding	Breakfast	Breakfast components will be shipped to schools via warehouse (standard warehouse daily delivery all breakfast components except milk) BIC will be bagged by staff on site.
High School Distribution Sites	Breakfast	Breakfast components will be ordered via US Foods. Bagged breakfast will be produced and distributed on site.
K-4 On site Feeding	Lunch	Hot lunch components ordered through Primero. Lunches produced on site and served based on the school's requirements (classroom/ cafeteria etc.)
High School Distribution Sites	Lunch	Frozen re-heat-able lunch items packed at Central Kitchen and distributed to all RCSD distribution sites. On days when cold lunches are on the menu, these meals will be packed at the distribution sites.
Hours of Operations		The hours of operations at the Distribution sites will be from 9:00 a.m. to 1:00 p.m., Monday through Friday.

List of High School Distribution Sites:

1. East High School
2. Douglass Campus
3. Franklin Campus School
4. James Monroe Campus School
5. Marshall Campus
6. School of the Arts
7. All City High School
8. Joseph C. Wilson Magnet High School Commencement Academy

- Purchase Oliver label machine to produce cooking/reheating instructions.
- 8-day cycle for K-4 schools with Monday – Tuesday mirroring Thursday – Friday weekly to ensure all the students attending (in-school) receive same or similar options weekly.
- All proposed items to be packaged will be tested to ensure integrity after reheating and what will fit in our current bag size.
- Milk will be ordered and delivered to sites from Upstate.
- Additional packaging will be sourced and tested.
- Review daily delivery logistics and redirect as needed.

All items going to high school distribution sites will need to go through Primero (planning, production, ordering etc.).

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.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or the District. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 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 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 breakroom, 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 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 will be seated so that there is six feet social distance in all directions.

Hygiene

- Buses will not be equipped with hand sanitizer. Staff are prohibited from carrying personal alcohol-based sanitizer due to existing regulations on flammable chemicals allowed on a school bus.

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.

Training and Education

- The Transportation Department is responsible for the NYSED mandated refresher course twice a year for all employees.
 - In the session conducted prior to the start of the school year, training will be provided on the reopening plan and mandatory requirements.
 - Training groups will be divided to allow for social distancing.

Contracted Transportation Services

- Safety plans from contracted transportation services will be reviewed.
- Contracted transportation services will follow additional best practices in the District plan as well as all applicable guidelines.



SOCIAL EMOTIONAL WELL-BEING

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. RCSD has made available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instruction. Schools are essential to child and adolescent growth and well-being and provide our students with academic instruction, social and emotional skills, safety, reliable nutrition, mental health therapy, and opportunities for physical activity. In addition, to schools supporting the educational development of students, schools play a vital role in addressing racial and social inequity.

A top priority in supporting school transitions is the social emotional well-being of students. Psychological and emotional recovery often focuses on identifying students and staff who need crisis counseling or are otherwise exhibiting signs that they are struggling with adjustments after a major trauma. Mental health needs after a disaster should be addressed as part of the recovery plan. During a crisis such as the COVID-19 pandemic, it is common for everyone to experience increased levels of distress and anxiety, particularly because of being in isolation. The RCSD is fortunate to have staff members who are trained in trauma and grief response and restorative practices.

The Department of Student Support Services has prepared a [Social-Emotional Re-Opening Guidance](#) with strategies and resources, to support students, staff, and families as we move forward together to embrace the new guidelines of school operations during and after the COVID-19 pandemic. This resource is a guide to mental health support and social emotional learning strategies. It is designed to help students, families, staff, and our school community adjust. The guidance supports the following areas:

Welcoming Students & Staff Back - Equity, Inclusion and Social Emotional Support

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. In order to improve school culture and climate, RCSD should:

- Prioritize the health and emotional well-being of staff and students above all else;
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Actions to Consider Prior to School Opening

Provide professional development to support students, families, and teachers/other staff transitioning back to school:

- Support the integration of SEL in teacher and staff training, including skills and techniques that promote positive learning environments (in-person and remote and/or virtual instruction).
- Understanding and utilization of trauma-informed practices.
- Protocol for identifying and supporting students who may be experiencing social emotional, behavioral, and mental health challenges.
- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed supports.
- Prepare communication regarding access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Continually, conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Actions to Consider Once the School Year Begins:

Create opportunities for staff and students to regularly practice and reflect on their social emotional learning competencies. Have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.

- Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity.

- Topics you may consider include, but are not limited to:
 - Grief, loss, and trauma
 - Mental health and supportive behaviors
 - Bias, prejudice, and stigma
 - Preparedness, hope, and resilience
 - Fear, anxiety, anger

Social Emotional/Mental Health Support Staff

Social workers, counselors, and psychologists should be prepared to provide student mental health and counseling services with telehealth options, where in-person services are not an option. Staff should be prepared to create plans with students struggling with the transition back to school, where their feeling/behaviors impede their ability to function throughout the school day.

The sample questions below can be used as a starting point when planning to engage students, families, and teachers/staff regarding the transition back to school.

- What has your experience been like since school has been closed? What is on your mind as you think about next school year? What are your biggest hopes or worries?
- What has our school done well during the past months, and what could we have done better?
- How might you like to contribute as we prepare to transition to a new school year?
- What will help you learn this upcoming year?
- What can we do to make school feel even more like a community that cares for you?

Topics for Teachers and Staff to Consider-Be Mindful of When Planning Activities

- Students' transition back to school
- May be behind on schoolwork
- Secondary traumas/loss-grief
- Increase in abusive tendencies
- Isolation/loneliness
- Change in routine
- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology
- Family job loss
- Middle and high school orientations and class meetings
- Video and/or virtual tour to know what to expect

Each school will need to plan for building a broad coalition to integrate SEL and academic supports into transition plans, and create and maintain a caring, safe, and supportive environment for all students and adults.

All Staff Support Center - ASSC

Develop a space for connection, listening, and healing among all leaders and staff in the school building. The goal is to maximize staff members' abilities to connect with students, families, and community partners and ensure access to mental health and trauma support for students, families, and staff members. The ASSC will seek out and plan for professional learning to build educators' capacity to support students' SEL.

SCHOOL EXTRACURRICULAR AND INTERSCHOLASTIC ACTIVITIES

Extracurricular and Interscholastic Sports

Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities will be forthcoming from NYSED. RCSD will not be able to provide any in-person extracurricular programs after considering social distancing guidelines, PPE usage, cleaning and disinfection protocols, as well as risk of COVID-19 transmission. RCSD will continue to look for opportunities to offer extracurricular activities that can be continued remotely in the event of another shut down.

ATTENDANCE AND CHRONIC ABSENTEEISM

Students must attend instruction daily, even when that instruction is being provided in a remote learning environment. Daily attendance will be taken in PowerSchool by each teacher for each class at the secondary level, and every day at the elementary level by the child's teacher. Teachers and students are expected to engage in substantive daily interaction (teacher to students and students to teacher).

Administration will support teachers and families relative to student engagement with remote learning protocols and expectations, including regular attendance and work completion. Building plans will reflect how each school-based team will monitor, support, and develop plans to assist students that struggle with attendance and chronic absenteeism.

TECHNOLOGY AND CONNECTIVITY

For Rochester City School District students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. At the Rochester City School District, we are focused on meeting these demands and on implementing technology-rich educational opportunities to keep our students engaged and to prepare them with advanced 21st century skill sets.

Sufficient access to computing devices and high-speed internet is essential for educational equity. As the RCSD plans for reopening, technology and connectivity remains an essential area of focus for the District's Information Management and Technology Division.

Regardless of whether an in-person, remote, or hybrid model is utilized, RCSD will provide students and teachers, for use in their places of residence, classroom or workplace, access to the following assurances:

- RCSD will provide the following devices, for their exclusive use, to students and teachers who currently do not have computing device:
 - A laptop for teachers
 - A Chromebook for K-12 RCSD students
- RCSD will assure that every teacher and every PreK-12 student who lacks reliable connectivity has the opportunity to access high-speed broadband in their classroom, workplace or residence.
 - For RCSD K-12 families that lack consistent and reliable internet access, a hotspot will be made available through a partnership with the 1Million Project. This hotspot will provide consistent, reliable access to high-speed internet for students to fully participate in remote/online learning with 10gb of internet access per month at 4G speeds.
 - For teachers with limited home internet, the internet can be accessed from any District-owned building while maintaining social distancing at locations close to the buildings while remaining in a vehicle.
- RCSD will provide multiple ways for students to participate in learning through remote and/or blended models. IM&T will support both synchronous and asynchronous learning for students, families, and staff as well as provide support to the Teaching and Learning division in their efforts. The website [RCSD Learns Management System](#) will continue as a resource hub.
- The District has designated different learning platforms depending on grade level and need, ranging from Seesaw at K-2, Google Classroom at 3-12, and the option of using a full-fledged Learning Management System (Agilix Buzz) where most appropriate including Virtual AP, Online Credit Recovery, and other blended programs. See RCSD Learning Delivery Platforms Table included below.
- IM&T will continue to support the use of video conferencing tools, such as Zoom, Teams and those offered by the GSuite.

Reopening Plans

- Every K-12 student in the District will have the opportunity to receive a District-issued Chromebook if they do not already possess one.
- Every K-12 student in the District who lacks consistent and reliable internet access can receive a District-issued hotspot.
 - ROC the Future studied the Digital Divide in Rochester in a report published on April 17, 2020. According to census data, 88% of Rochestarians have some type of computer, smartphone, or wireless device, and 80% have some type of internet subscription. According to census data, approximately 20% of the Rochester community does not have high-speed internet access. A separate RCSD student survey showed less than 50% needed home internet. RCSD can meet the needs of up to 12,000 of the 13,640 unique families lacking home internet.
- Every teacher in the District has the opportunity to receive a District-issued laptop.
- RCSD's Instructional Technology professional development for leaders and educators is designed to be delivered asynchronously online via the Learning Management System. A major focus of online

professional development is for establishing effective remote online learning experiences and best practices for instruction in remote/online settings. The District continues to revise instructional PD offerings and continues to offer PD to any educators who have not yet had a chance to complete the following courses. IT continues to work with District departments to migrate and develop online PD specific to the needs of their stakeholders. The hyperlinks below provide a specific link to teacher professional development:

- [eLearning LMS Course Suite Information](#)
- [Digital Transformation Course Suite](#)
- [The Entire Instructional Technology Professional Development Suite](#)
- RCSD will provide instruction to students to build digital fluency.
 - The Teacher PD required to obtain a Chromebook cart prior to COVID has embedded lessons for teachers to use to build digital fluency.
 - For the past two school years, 3-12 students pre-COVID had daily 1:1 access to Chromebooks. The literacy skills regarding technology helped carry them through the beginning months of COVID and RCSD will continue to extend those skills.
 - The District will provide a variety of opportunities for addressing digital fluency, including a digital open house/meet the teacher and technology orientation. The District's remote learning portal [RCSD Learns Management System](#) includes specific how-to videos for students and families. RCSD Learns will continue to be updated to meet the needs of the RCSD community.
- Information Technology (IT) will provide ongoing technology support to teachers, students, and families utilizing tech-savvy staff members.
 - Each school has an assigned technology point person for the building.
 - Teachers-on-assignment to assist Principals and school staff.
 - IT HelpDesk can be reached at 262-8151 (follow the prompts) or by using the HelpDesk icon on ROConnect.rcsdk12.org to create a ticket.
 - Staff and student device repairs will continue to be conducted via touch-free systems, including digital access lockers for pickup and drop-off.
 - The RCSD Hotline at 262-8700 will remain open throughout the summer as needed to assist with general questions.
 - The [RCSD Learns Management System](#) serves as a launching point for teachers to discover or to access all the various District resources around hybrid and remote learning.
- Student technology support is offered through [RCSD Learns Management System](#). The District's Instructional Technology department created video libraries under RCSD Learns, which provides tutorials for students, families, and teachers. Additional levels of technology support are provided to students by the IT Help Desk and Instructional Technology teachers-on-assignment.
- RCSD will ensure student data privacy and security will be maintained and that the District is in compliance with Federal and State laws related to student technology use, including [NY Education Law 2-d](#) and [Part 121 of the Commissioner's Regulations](#).
- RCSD has streamlined the number of different tools that students will be expected to utilize to SeeSaw at K-2, Google Classroom and GSuite in grades 3-12, and the option of using a full-fledged Learning Management System (Agilix Buzz) where most appropriate, including for Virtual AP, Online Credit Recovery and other blended programs.
- The Information Management and Technology Department will follow and meet technology guidelines set forth by the [New York State Education Reopening Guidance](#) on pages 85-89.

RCSD Learning Delivery Platform

Seesaw Suggested for PreK-2nd Grade	Google Classroom Suggested for 3-12th Grade	eLearning Optional for 7-12th Grade after taking eLearning courses below
Seesaw includes a digital platform that collects students' digital and physical work in one place. Built-in tools make it easy for students to capture their learning, reflect, and develop new skills.	Many RCSD teachers are already using Google Classroom to create and teach their own content. Use Google Classroom to virtually interact with students (collaborate on Google Docs, assign work, ask questions, give feedback, etc.). The best part of Classroom is how easy it is for teachers and students to utilize with the G Suite Tools (Docs, Slides, etc.).	Secondary teachers who wish to go beyond the capabilities of Google Classroom can use eLearning as a more robust way to blend their class. Teachers can utilize eLearning to create and teach their own content or obtain already pre-created courses that they can modify to best fit their students' learning.
<p>How to Get Started:</p> <ul style="list-style-type: none"> Take a self-paced training: Remote Learning for Teachers New to Seesaw. Create a Remote Learning plan for you class with this Checklist. 	<p>How to Get Started:</p> <ul style="list-style-type: none"> Use this quick and easy help guide to get the basics: Google Classroom: Create a class and invite students Looking for more in-depth help? Take a look at: Google for Education's Teacher Center. 	<p>How to Get Started:</p> <ul style="list-style-type: none"> Must take the eLearning classes Part #1 and Part #2. Purchased courses list for 9-12th grade teachers that can be used in eLearning. Purchased Courses list
<p>Resources:</p> <ul style="list-style-type: none"> Access this digital guide for more resources, frequently asked questions, etc. 	<p>Resources:</p> <ul style="list-style-type: none"> Take eLearning classes IT_eLearning: Digital Transformation: Google 101 IT_eLearning: Digital Transformation: Google 102 Watch videos created by the RCSD IT Department. Google 101, Google 102 	<p>Resources:</p> <ul style="list-style-type: none"> Must take eLearning classes Part #1: IT_eLearning: eLearning LMS: Teaching Your Virtual Course Part #2: IT_eLearning: eLearning LMS: Creating Your Virtual Course eLearning: Blended Courses Information & Help eLearning: Student Help in eLearning Courses

SCHEDULES

RCSD may choose a combination of instructional models and schedules for grades PreK–12 at any given time in consultation with the Monroe County Department of Health, our Operations Department, and transportation contractors. This will ensure our students' health, safety, and

proper distancing while in school. Schedules for students in PreK-12 can include a hybrid model and distance learning. Please see the [Re-opening Instructional Plan section](#) for specifics on our different instructional models.



TEACHING AND LEARNING

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering emergency remote instruction under stressful circumstances, the District will focus these in-service days on providing support to staff in the areas of social emotional health and technology integration.

These days will also be utilized for student orientation. This time will allow small groups of students to meet with their new teacher and begin to establish the relationship necessary for a successful school year. This may be remotely or in-person, depending on DOH guidance and instructional levels.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English Language Learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

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

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

RCSD Pre-K programs have measures in place to ensure health and safety guidelines outlined in the NYSED guidance and required by the NYSDOH are followed. Pre-K programs have also developed an Instructional Plan that is aligned with the District's instructional plan while seeking to meet the needs of preschoolers and their families. This plan ensures preschoolers are engaged in instruction and learning in either a hybrid or virtual model.

For information relating to teaching and learning in any of our Career and Technical Education programs, please see your child's school-based plan. These plans can be found on our District website.

We recognize and honor our parents' and families' concerns about sending their child/children to school currently. In the event where in-person instruction is not feasible for your child, we would like to offer your child the opportunity of enrolling in our RCSD 100% Online Learning Platform. Please contact your child's school as soon as possible if you require this instructional model.

Reopening Instructional Plan

The Rochester City School District continues to provide all students with access to high-quality grade-level instruction. While we understand distance learning has not been easy, teachers, administrators, and support staff will continue to work hard to ensure that your children have the materials and supports necessary to be successful. This section will provide information regarding the planning of what school may "look" like once classes resume, whether it is brick and mortar in-person learning, distance learning, or a hybrid model (a combination of in-person and distance learning).

RCSD recognizes that students may have experienced challenges and varied levels of learning loss due to the extended COVID-19 school closure. The Teaching and Learning team is working to meet the instructional needs for students in two facets: addressing the learning loss while accelerating the new learning.

The 2020-21 curriculum will address the gaps that may have occurred during the extended school closure by identifying the key priority standards and skills that students must know and be able to demonstrate understanding in order to be successful with the new learning expected. Pacing and key instructional strategies will be identified within the curriculum. These instructional strategies will be used during in-person learning and distance learning. RCSD will offer different models of instruction to our students and their families.

PreK-4 Grades and Students with Disabilities in Specialized Programs PreK-12 Hybrid Model

Following is the hybrid model for students in PreK-4, students with disabilities in specialized programs in PreK-12, and self-contained programs PreK-6. This model will meet the needs of our youngest students and some of our students who demonstrate significant academic and social emotional needs. This hybrid model will include In-person Instruction for two (2) days and Distance Learning for three (3) days.

The model is designed to address the guidelines as outlined by the NYS Education Department, Monroe County and NYS health departments, and the CDC. Within the hybrid model, students will be grouped in a heterogeneous manner to ensure inclusiveness, equity, and access for all. Groups will be balanced across all demographics and subgroup categories as outlined by ESSA. Whenever possible, the groups will be determined based on households within a given school. The hybrid model that would be used for PreK-4 is described below:



Group A/Group B students come to school for two consecutive days to receive face-to-face learning allowing students to have weekly contact with teachers. The other three days would be distance learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	IP	IP	DL	DL	DL
Group B	DL	DL	DL	IP	IP

The hybrid model will be implemented in phases beginning with students in Prek-4, K-6 special programs, and K-12 specialized programs. Students not in school for the hybrid model will receive instruction through the distance learning model.

In-person Instruction (2 Days):

Students in PreK-4, K-6 special classes, and K-12 specialized programs will be actively engaged in core subject areas while attending in-person instruction. To reduce the student population, students and staff will attend school in the physical building on two consecutive days. Direct instruction will be delivered to students in small groups within their classroom while maintaining health and safety measures outlined by CDC guidelines. The instructional day will include opportunities for students to engage in social emotional learning, supports, and services. Social distancing and wearing of masks will be required when arriving to school and traveling in the hallways.

Students with Disabilities in Pre-K – 12 Specialized Programs will attend school four days – Monday, Tuesday, Thursday, and Friday for a four-hour period. These class sizes range from 6 students to 12 students, allowing for social distancing. Instruction provided will align with the needs of each student as outlined in their Individualized Education Program (IEP). Students who receive related services will include in-person contact, tele-therapy sessions and outreach with families.

Distance Learning (3 days):

The days where students are scheduled for remote learning, instruction will be an extension of the classroom. Students would be engaged in a variety of learning experiences, which may include pre-recorded video of a teacher providing direct instruction, a video of other teachers 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. The learning platforms will be Seesaw at K-2 and Google Classroom Grades 3-12. A combination of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students.

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.

5-6 Grades Distance Learning

Instruction will be provided using a modified schedule for remote learning, including both synchronous (large group and small group) and asynchronous learning opportunities Monday through Friday. Synchronous time will be focused on a direct instruction in English Language Arts and mathematics and social emotional development. The distance learning day will start with a synchronous experience that includes a community building time, attendance, and setting expectations for learning (Learning Targets). Synchronous instruction may be provided using a combination of whole group, small group, and one-to-one instruction based on students' needs and determined by the teacher. Additionally, synchronous learning opportunities for students can be recorded for families to access at a later time if their schedule prevents students from participating during the scheduled time. Synchronous learning experiences will be supplemented by asynchronous opportunities as well as independent practice of skills at home. Every effort will be taken to be as flexible as possible, while maintaining the equity of access to the instructional program. Elementary teachers will communicate the schedule (synchronous vs. asynchronous sessions) to students and families prior to the start of each week.

In addition to receiving instruction in ELA and math, social studies and science will be imbedded into the daily schedule. Students will also receive the electives (Essentials) during the distance learning. The 'Essentials' curriculum will feature thematic units in grade-bands (5-6) for art, music, dance, theatre, PE, health, and library. Each unit will feature 5-7 lessons containing embedded videos of teachers giving instruction in their content areas through asynchronous learning.

Related services and social emotional supports will be provided either synchronously or asynchronously. For related services and supports for students with disabilities, refer to the section on [Students with Disabilities](#).

Pre-K-6 Full Distance Learning and RCSD Online Remote Learning

It is not developmentally appropriate for young students in Pre-K – 4 and or 5 – 6 to spend multiple hours each day engaged in remote learning. Therefore, students will not follow their daily school schedule. Instruction will be provided using a modified schedule for remote learning, including both synchronous (large group and small group) and asynchronous learning opportunities throughout the week. Synchronous time will be focused on a direct instruction in English Language Arts and mathematics and social/emotional development. The distance learning day will start with a synchronous experience that includes a community building time, attendance, and setting expectations for learning (Learning Targets). Synchronous instruction may be provided using a combination of whole group, small group, and one-to-one instruction based on students' needs and determined by the teacher. Additionally, synchronous learning opportunities for students can be recorded for families to access at a later time if their schedule prevents students from participating during the scheduled time. Synchronous learning experiences will be supplemented by asynchronous opportunities as well as independent practice of skills at home. Every effort will be taken to be as flexible as possible, while maintaining the equity of access to the instructional program. Elementary teachers will communicate the schedule (synchronous vs. asynchronous sessions) to students and families prior to the start of each week.

In addition to receiving instruction in ELA and math, social studies and science will be imbedded into the daily schedule. Students will also receive the electives (Essentials) during the distance learning. The 'Essentials' curriculum will feature thematic units in grade-bands (K-2, 3-4, 5-6) for art, music, dance, theatre, PE, health, and library. Each unit will feature 5-7 lessons containing embedded videos of teachers giving instruction in their content areas through asynchronous learning.

Related services and social emotional supports will be provided either synchronously or asynchronously. For related services and supports for students with disabilities, [refer to the section on Students with Disabilities](#).

7-12 Grades Full Distance Learning and RCSD Online Remote Learning

Students in grades 7-12 will follow their typical class schedule in a remote learning environment. Doing so will ensure consistency and continuity of instruction, eliminate conflicts, and build natural breaks (lunch) into the day for students. This also retains planning time for teachers. Class periods will be adjusted to allow for a "screen time break" and transition time between classes. A combination

of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students each week. Related services and social emotional supports will be provided either synchronously or asynchronously. For related services and supports for students with disabilities, [refer to the section on Students with Disabilities](#).

Each class will start with a synchronous experience that includes a community building time, attendance, and setting expectations for learning (Learning Targets). Synchronous instruction may be provided using a combination of whole group, small group, and one-to-one instruction based on students’ needs and determined by the teacher. Additionally, synchronous learning opportunities for students can be recorded for families to access at a later time if their schedule prevents students from participating during the scheduled time. Synchronous learning experiences will be supplemented by asynchronous opportunities as well as independent practice of skills at home. Every effort will be taken to be as flexible as possible, while maintaining the equity of access to the instructional program.

7-12 Grades Hybrid Model

Week 1 / Week 2: Students come to school four days a week to receive face-to-face learning. This model would be most effective for students in grades 7-12 schools. Students will be split to provide 50% occupancy, and groupings will include grade level, courses, and cohorts. Direct instruction will be delivered to students in small groups within their classroom while maintaining health and safety measures outlined by CDC guidelines. Social distancing and wearing of masks will be required when arriving to school and traveling in the hallways. The instructional day will include opportunities for students to engage in social emotional learning, supports, and services. During the distance learning weeks, a combination of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students each week. This model will not start until we can safely transport and accommodate secondary students in their buildings while following social distancing guidelines.

	Week 1					Week 2				
Group A	IP	IP	DL	IP	IP	DL	DL	DL	DL	DL
Group B	DL	DL	DL	DL	DL	IP	IP	DL	IP	IP

Social Emotional

As a District, RCSD acknowledges the correlation between academic learning and the social emotional and mental health needs of students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

Classroom teachers will maintain a positive, supportive, and respectful learning environment in all settings. Time will be allocated for teachers to facilitate class meetings and community circles. Administrators and all members of the Social Emotional Team (Administrators, counselors, social workers, school psychologist, school nurse, and behavior specialists) will continue to support individual students, teachers, and families during periods of distance learning.

Attendance

Students must attend instruction daily, even when that instruction is being provided in a remote learning environment. Daily attendance will be taken by each teacher for each class at the secondary level, and every day at the elementary level by the child's teacher. Teachers and students are expected to engage in substantive daily interaction (teacher to students and students to teacher).

Administration will support teachers and families relative to student engagement with remote learning protocols and expectations, including regular attendance and work completion.

Assessments and Grading

Formative assessments as well as summative assessments will be used, as appropriate, in the remote learning environment. Teachers will have the flexibility to modify the format and/or content of assessments to support distance learning. Students will be expected to work independently on all assessment-related tasks and submit their own work in the learning platform.

All tasks and assignments submitted may take the form of writing pieces, responses to an online assessment, video or audio recording, pictures of student work, one-on-one conversations between student and teacher, or any other means deemed acceptable by the teacher. During remote learning, student work will be graded, in keeping with the ASAP Policy and school level grading practices. Students will continue to receive quarterly report cards.

Feedback to Students

Feedback is an essential component of the learning. Teachers will be expected to provide students with regular feedback on their learning as it relates to progress towards established learning targets. The various technology platforms provide multiple opportunities for feedback to be provided to students during the learning process. Feedback may be provided using a variety of strategies, taking into consideration the remote learning environment, the developmental needs of the student, and other factors. Teachers should build in opportunities for students to be engaged in self-assessments as well as peer feedback to the extent this is possible within the remote learning environment.

Professional Development

In addition to our students participating in distance learning instruction K-12 every Wednesday, professional learning opportunities will be provided to our staff weekly, on Wednesdays. The professional learning will be focused on implementation of priority standards across all content areas, social emotional learning and supports, engaging students and families, and deepening distance learning protocols and instructional strategies.

STUDENTS WITH DISABILITIES

Our special education students, their families and their schools were faced with enormous challenges during the school closure. We have given priority to our Students with Disabilities and have outline a plan to help them be successful, ensuring we meet their needs while keeping them safe and healthy.

Below are the details on how the Department of Special Education plans to provide instruction and services.

Instructional Models for Students with Disabilities PreK-12

Students with Disabilities will receive a combination of special education services either in person, through distance learning, or a combination of both. These services are outlined below by grade levels and programs. Students with Disabilities will have individualized distance learning plans for days of virtual instruction. In the hybrid model, Students with Disabilities will receive related services either in-person and/or through Telepractice. Students with Disabilities can also choose to attend the RCSD Online Remote Learning instead of the in-person or hybrid model. Please contact your child's school as soon as possible if you would like this option for your child.

PreK-4

Students with Disabilities who receive their instruction in a general education classroom (CT, RR, ICT and related services only) and attend school will receive instruction as follows:

- Classes will be split into two groups.
- Groupings will be heterogeneous and contain a combination of Students with Disabilities and students without disabilities.
- Group A will report for in-person instruction on Monday and Tuesday, with distance learning on Wednesday, Thursday, and Friday.
- Group B will report for in-person instruction on Thursday and Friday, with distance learning on Monday, Tuesday, and Wednesday.

PreK-6

Students with Disabilities in Special Classes (12:1+1, 15:1, 8:1+2 and 8:1+3) and attend school will receive instruction as follows:

- Classes will be split into two groups.
- Group A will report for in-person instruction on Monday and Tuesday, with distance learning on Wednesday, Thursday, and Friday.
- Group B will report for in-person instruction on Thursday and Friday, with distance learning on Monday, Tuesday, and Wednesday.

PreK-12 Specialized Class Programs

Specialized Class Programs are: 12:1+(3+1) GEM, 12:1+3 NYSAA, 12:1:1 NYSAA, 8:1+2 NYSAA, 8:1+3, 6:1+2 ASD, 6:1+4 ASD, 6:1+1 ASD, 12:1+3 Social Communication, 12:1+1 Social Communication.

Students in any of these programs that attend school will receive in-person instruction four days per week, Monday, Tuesday, Thursday, and Friday will be in-person for half days and Wednesday will be distance learning.

5-12

Students with Disabilities who receive their instruction in a general education setting (CT, RR, ICT and related services only) will receive full distance learning instruction. Students in grades 5-12 with Section 504 Plans will also receive full distance learning instruction.

7-12

Students with Disabilities in Special Classes (12:1+1, 15:1 and 8:1+2) will receive full distance learning instruction and related services through telepractice.

7-12 Specialized Class Programs

Specialized Class Programs are: 12:1+(3+1) GEM, 12:1+3 NYSAA, 12:1:1 NYSAA, 8:1+2 NYSAA, 8:1+3, 6:1+2 ASD, 6:1+4 ASD, 6:1+1 ASD, 12:1+3 Social Communication, 12:1+1 Social Communication.

Students in any of these programs that attend school will receive instruction through the hybrid model described below.

Hybrid Model:

- Monday, Tuesday, Thursday, and Friday will be in- person for half day
(Edison students: 7:30- 11:30am / Wilson, Franklin, and East students: 9:00 a.m.-1:00p.m.)
- Wednesday - Distance Learning

The Department of Special Education and the administrative staff from Edison, Wilson Commencement, Franklin and East will collaborate to provide oversight and management of the hybrid in-person instruction located at the Edison Campus on Monday, Tuesday, Thursday and Friday for students in grades 7-12.

NorthSTAR students attending school will attend NorthSTAR: Monday, Tuesday, Thursday, and Friday, from 9:00 a.m.-1:00 p.m.

In the next phase of reopening, students in special classes (grades 7-12) will receive face-to-face instruction.

Provision of Related Services

As per State and federal guidance, related services are to be provided to the greatest extent possible, while prioritizing the health and safety of students and staff with flexibility regarding the duration, frequency, and mode of delivery.

Changes to the IEP are not required when services are delivered remotely. All Students with Disabilities will be provided related services through face-to-face, Telepractice, or through a hybrid-based model. The service frequency, duration, method of communication, and schedule are to be documented in the Distance Learning Plan for each student.

Evaluation Procedures

RCSD will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. In the hybrid model of re-opening, some evaluations may be conducted in-person on days when students are attending school. In this model, some evaluations or components of evaluations may be completed through Telepractice. In-person evaluation procedures will adhere to public health guidelines for the safety of students and staff.

CSE/CPSE Meetings

Parents will be engaged in CSE/CPSE meetings by choosing one of the three options: 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.

When an individual student is unable to wear a mask and/or social distance due to their disability, RCSD staff will follow the Department of Health guidelines:

- Provide the student with instruction and accommodations using PPE
- Increase the student's tolerance to wear a mask
- Understand guidelines using social stories, visual cues, verbal prompting, behavior reinforcement plan, etc.

Distance Learning Model for Students with Disabilities PreK-12

Students with Disabilities in grades 5-12 who receive their instruction in a general education setting (CT, RR, ICT, and related services only) will receive full distance learning instruction. Students with Section 504 Plans will also receive full distance learning instruction. If schools are under executive order to close and in-person instruction is no longer able to be provided, all Students with Disabilities PreK-12 will receive full distance learning instruction.

In this model, all Students with Disabilities will have an individualized distance learning plan, which outlines the provision of programs and services delivered remotely. In the full distance learning model, Students with Disabilities will also receive related services via Telepractice. The full distance learning model would also apply to students whose parents do not send their children back to school due to the COVID-19 pandemic. All Students with Disabilities will be provided distance learning five days per week, via the RCSD student learning platform, Google Classroom.

Provision of Related Services

As per State and federal guidance, related services are to be provided to the greatest extent possible while prioritizing the health and safety of students and staff with flexibility regarding the duration, frequency, and mode of delivery. Changes to the IEP are not required when services are delivered remotely. All Students with Disabilities will be provided related services through Telepractice. The service frequency, duration, method of communication, and schedule are to be documented in the Distance Learning Plan for each student.

Evaluation Procedures:

Evaluations will be conducted using standardized questionnaires, observation, and discussion with the student through a virtual platform, review of records and progress notes/summaries, and the professional judgment of the evaluator. While items from standardized assessments may be used to frame virtual interactions with students, scores may not be derived or reported as they are not valid in this administration format. The following standardized statement will be utilized in all reports conducted in this manner.

CSE/CPSE Meetings

Parents will be engaged in CSE/CPSE meetings by choosing one of the three options: 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

BILINGUAL EDUCATION AND WORLD LANGUAGES

RCSD recognizes that English Language Learner students (ELL), 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.



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 within 30 school days of the start of the school year for all students who enrolled during the COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment. During the flexibility period, 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.
- Continue to provide professional development to all teaching staff on topics related to teaching ELL students in remote and hybrid environments.

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 learning situations.

STAFF

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the District's approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignments, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Key References

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

Additional References

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

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.

