

Rochester City School District COVID-19 Reopening Plan

Building Specific

Building Name: *East Lower/Upper Schools*

Address: 1801 E. Main St. Rochester, NY 14609

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Social Distancing

Identify how classrooms, cafeterias, gymnasiums, art, music, libraries and other areas will be arranged to allow for social distancing. Limit student movement to other rooms, have staff rotate to students for special areas as much as possible.

- Classroom desks will be placed facing the same direction with six feet of space in all directions to reduce potential transmission of disease by droplets produced by talking, coughing or sneezing.
- Twelve feet of space is required in all directions in areas where aerobic activities (gyms), projecting the voice (singing), or playing a wind instrument take place.
- Social distancing, six feet of space in all directions between individuals (students and staff) will be maintained at all times, unless safety or core activity requires a shorter distance, or the individuals are of the same household.
- Barriers may 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 will include: plexiglass for counters at Exits 1 and 28
- 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).
- Breakfast and lunch will be consumed in multiple spaces allowing for 6 feet social distancing and will not exceed 50% maximum usage in any area. When necessary, a protective barrier will be provided for food service areas. Social distancing makers will be placed.
- Masks will be worn whenever students are not seated at their assigned seats in the cafeteria.

- All cafeteria and/or classroom tables/desks, benches, counters, etc. will be sprayed and cleaned between each lunch period.
- Students will wash/ sanitize hands before and after meals.

Libraries

- Librarians will select books and make them available for students to make selections.
- When books are received back, they will be placed in quarantine for seven days 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 work station 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.

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.

Staff Breakrooms and Lunchrooms

- The use of breakrooms and lunchrooms are discouraged.
 - When a breakroom or lunch room is used, it will have cleaners and disinfectants available for the users to wipe down before and after items are used.
 - Hand hygiene will be encouraged before and after use.
- Communal meals and shared food will not be allowed. (e.g., bagels, donuts, candy and fruit bowls).
- Congregating in breakrooms or lunchrooms will be discouraged.

Large Gatherings

- Large group events such as; student assemblies, athletics events/practices, performances, and school-wide parent meetings, will be cancelled, postponed or when feasible, held virtually, unless it is held in a space that meets social distancing requirements.

- Virtual meetings will take place whenever possible. If an in-person meeting is necessary, it must be held in a space that is large enough for proper social distancing and does not exceed current State limits on gathering size (ie. Auditorium, collaboratorium, etc.).
- 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.

Cohorts:

Identify groups of students that will stay together with the same staff whenever possible. Cohort size is determined by classroom capacity. Limited to no more than 12 students in most situations.

- Cohorts of students will be created by the school principal/admin team in collaboration with teachers, whenever possible. Cohort size will be determined by the amount of students that can safely be socially distanced. For most, classrooms this will be twelve students or less.
- Lockers will be discouraged from use unless social distancing is able to occur.

Special Area Teachers:

Identify where special area instruction will take place. Identify if there are shared items and how shared items will be disinfected between each use.

- Special area teachers will rotate to individual classrooms as possible. If it is not feasible for the teacher to go to individual classrooms, the shared space will be disinfected between each group.

Shared Spaces:

Identify if any spaces will be shared by different cohorts. Identify how spaces will be disinfected in between uses. Playgrounds do not require disinfection between cohorts.

- 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.
- Shared space use plans will be identified in individual building plans.

Designated Pick-up and Drop-off Location for Deliveries:

Identify a designated area for pick-up and drop-offs for deliveries. Designated areas for pick-ups and deliveries will be established in each building, limiting contact to the extent possible.

- All package and mail pick-ups/deliveries will be received at Exit # 1 or Exit #28. Larger packages will go to the loading dock.
- All student early dismissals/late arrivals will occur at Exit # 28

Student Pick-up Screening Location (for parents/adults who arrive to pick up child):

SSO station at Exit # 1 or Exit 28

Transportation

- The school bus is an extension of the classroom. Transportation will have guidelines for seating, etc on the bus.
- Social distancing, cleaning, and face coverings will be required.
- Arrival:
 - Bus Riders:
 - Students will be let off the bus one bus at a time.
 - Students will adhere to social distancing (6 feet apart) prior to entering the building. Walkways will be labeled for social distancing.
 - Each student will have their temperature checked before entering the building.
 - Walkers:
 - Students who are dropped off will enter through Exit #1.
 - While waiting to enter, social distancing will be followed.
 - Each student will get their temperature checked before entering the building.
 - ONLY students will be allowed into the building.
- Late Arrivals:
 - Students will have their temperature checked before being allowed into the main building.
- Dismissal:
 - Students will get their belongings one at a time.
 - Classes will follow social distancing guidelines while walking down the hallways.
 - Classes will be dismissed by grade level.
 - Students board busses, following transportation guidelines set by bus drivers.
- Early pick up:
 - All parents will enter through Exit #28 OR parents can call from the car and the student will be escorted out to them.
 - Office staff will call for the student.
 - Parent/student will exit through Exit #28.

Child Nutrition

- If school is held in a virtual manner, pre-made breakfast and lunches will continue to be available to all students at designated High School Distribution Sites from 9 am to 1 pm Monday through Friday

Face Covers

Face covers must be worn whenever an individual is within six feet of another person and in all communal areas. Encourage face cover wear at all times.

- 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.
- Acceptable face coverings for COVID-19 include but are not limited to cloth-based coverings and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings

are not considered adequate protection or source against COVID-19 and should not be used. A face coverings or surgical masks must be used in conjunction with a face shield.

Face Cover Location(s):

Identify where face covers will be stored if a student or staff member requires one.

Face coverings will be located at entrances at Exit #1 or Exit #28.

Face Cover Breaks:

Identify times and locations for mask breaks for staff and students. These locations must allow for the person to have at least six feet of space in all directions.

Mask breaks will take place during lunch, PE and in locations where social distancing is able to occur.

Screening & Visitor Log

Student Screening:

Identify which doors will be used for student screening and temperature taking. Multiple entrances should be used whenever possible. Students must be socially distant and be supervised while waiting.

Student Screening Locations: Students will be screened at Exit #1, #25, #28 each morning upon arrival to the building for students that have not done this at home. As necessary, an alcohol-based hand sanitizer containing at least 60% alcohol will be available to students upon entering the building.

Identify Screening Team: Screening will be conducted via electronic questionnaire by a team similar in composition to our telephone collection team (ie. Administrators and teacher volunteers pre-determined for service, each marking period.)

Staff Screening:

Identify which doors will be used for staff screening, kiosk locations, and temperature taking. Multiple entrances should be used whenever possible. Staff must be social distant while waiting.

Staff Screening Locations: Staff will be screened at Exit #23 each morning upon arrival to the building with a screener/continuous log. Social distancing markers will be used to denote six feet spacing to accommodate staff who are waiting to be screened. As necessary, an alcohol-based hand sanitizer containing at least 60% alcohol will be available for staff upon entering the building.

Identify Screening Team: Screening will be conducted via electronic questionnaire by a team similar in composition to our telephone collection team (ie. Administrators and teacher volunteers pre-determined for service, each marking period.)

- Each staff member must swipe their own badge before entering the building. Every badge needs to be swiped for monitoring (that means no holding the door for each other!) If a new badge is needed, please notify Plant Security, 336-4160.
- By each staff member swiping their badge, the district is able to monitor which staff is in which building (in order to report any potential spreading).
- All staff may enter the building through the Exit #23 beginning at **6:30 am**.

- Each staff member must be temperature checked before entering the main building.
- All staff must exit the building by **4:00 PM** in order for the building to be deep cleaned daily.

Main Office - Visitor Screening & Log:

Visitors will not be allowed in building. If a visitor comes inside a building they must be logged and screened.

- Office based staff will be expected to work at full capacity if possible. If not, office staff may work on an alternate schedule or continue to work from home in order to maintain the maximum occupancy threshold.
- Office workstations will be arranged so that employees are at least six feet apart or separated by a barrier. If workstations cannot be appropriately separated, a face covering will be worn at all times.
- 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/custodial staff.
- Visitors to the building will be limited. Any 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.
- All visitors must complete a screening assessment and have their temperature taken. This will be done by designated staff at entrance # 1 and entrance #28.
- The use of shared writing utensils and clipboards for sign in will be minimized. Shared items will be disinfected by designated staff between each use.
- When necessary, a protective barrier will be provided for reception areas. Social distancing markers will be placed.
- Reception seating areas will be limited and set up to allow for social distancing (six feet separation).

Visitor Screening Location: SSO station at Exit 1, # 28

Positive Screening

Identify a dedicated isolation room for students or staff members that with a temperature, signs of illness, and/or a positive response to the screening questionnaire. Students must be supervised prior to being picked up or otherwise sent home. Students' parent/guardian must be provided with information on testing resources and advised to contact their healthcare provider. If possible, staff members should leave the building immediately. Advise staff to contact their healthcare provider and the Benefits Department.

Any student found to have illness symptoms will be assessed by health personnel and as appropriate required to leave the building. Parents will be contacted and must pick up student within one hour.

Staff will be advised to leave the building, contact their healthcare provider and notify the Benefits department as defined in the Suspected Positive Case process.

Isolation Room Location: Students will be held in Main Office Conference Room. Parents or their designee will be admitted through Exit #1 or Exit #28 to pick up the child.

- Management of ill persons- anyone showing signs or symptoms of COVID-19 will be isolated until they can be sent home. The isolation room will be located in the conference room next to the nurse's office.
- Any staff member or student with a fever of 100 degrees or greater will be isolated until they can be sent home.
- The most common symptoms of COVID-19 include:
 - Fever or chills (100 degrees fahrenheit or greater)
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrheas
- It is strongly recommended that all staff are educated to observe students or other staff for signs of any type of illness such as:
 - Flushed cheeks
 - Rapid or difficulty breathing
 - Fatigue or irritability
 - Frequent use of the bathroom
- Any students/ staff exhibiting any of these symptoms should be seen by the school nurse.

Returning to school:

If person has NOT been diagnosed with COVID-19, they can return to school:

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

If a person has been diagnosed with COVID-19, they should not return to school and stay home until:

- It has been at least 10 days since the first symptoms.
- It has been at least 3 days since a fever (without the use of fever reducing medicine)
- It has been at least 3 days since symptoms improved (including coughing and shortness of breath).

Safety Drills:

Safety drills must be performed. All on-site students and staff must participate in drills. Identify how drills will be conducted.

The drills required by Education Law § 807 include eight evacuation drills and four lockdown drills. These drills will be completed as required.

- 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.
 - When conducting drills during a hybrid in-person schedule, drills must be conducted so that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person.

Evacuation Drills: Will still be conducted and planned for with social distancing measures in place when possible.

Lockdown Drills: Masks will be worn.

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 no less than 2x times a day by custodial staff to further reduce the risk of germs on surfaces and objects.

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.

Daily Supply Inspection:

Supplies must be inspected daily. Supplies to be inspected include: face covers, tissues, hand hygiene materials (i.e., soap, paper towels, hand sanitizer) and cleaning supplies (i.e., disinfectant, paper towels, general purpose cleaner). Supply quantities could limit the ability of a building to stay open. It is important that low supply amounts are reported immediately.

Identify people responsible for the daily supply inspection and the location the inspection forms (*Daily Checklist for Supplies*) will be kept: Head Custodian will be responsible for maintaining supplies. Custodial staff will provide supplies status updates to head custodian at the end of every night shift.

Teaching and Learning Plan

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. The model is designed to address the guidelines as outlined by NYS Education Department, Monroe County and NYS Health Departments, and 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 sub group 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:

IP	In-person
DL	Distance Learning

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 classes 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 in arriving to school, 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 Plan (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.

PreK-6 Full Distance Learning and RCSD Online Remote Learning

It is not developmentally appropriate for young students in PreK – 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.

Distance Learning Grades 6-12 and 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.

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 in arriving to school, 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

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:

Wednesdays will be reserved for school-wide professional learning opportunities. 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 and other topics that we may deem necessary to enhance student learning.

- Teaching and Learning Goals:
 - We will provide clear opportunities for equitable instruction for ALL students.
 - We will maintain continuity of learning using instructional models (in person, remote, hybrid).
 - We will continue to provide standards based instruction as feasible.
 - Substantive daily interaction will occur between teachers and students

- Specials:
 - Art and Music will come to the classroom to provide instruction as possible.
 - All materials used will be cleaned between each student use.
 - Physical education will be held in the gymnasium and/or outside as feasible.
 - Students must be kept 12 feet apart at all times during physical education.
 - All equipment must be cleaned between classes.

- Additional Teaching Considerations:
 - Access to classrooms may be limited on Wednesdays in order for deep cleaning to occur.

Special Education

- All students will participate in instruction either in person or via distance learning plans, daily based on the approved model implemented by the district
- Documentation will be kept and updated as feasible to align with students' IEP goals.
- Communication with families will be ongoing
- More information will be provided on provision of CSE meetings per district guidelines.
- Related services and social emotional supports will be provided either synchronously or asynchronously per district guidelines.

Attendance expectations

- Teachers will be required to take attendance daily. Students must attend instruction daily, even when that instruction is being provided in a remote learning environment. Teachers and students are expected to engage in substantive daily interaction (teacher to students and students to teacher).

- Chronic Absenteeism- the Attendance Team will continue to meet weekly in order to monitor student engagement levels. The team will identify students that need support and work with staff and community partners in connecting for engagement.

Technology Access

- Staff will conduct surveys with families to gather information of specific technology available for student use.
- East has provided chromebooks for all students in grades 6-12.
- All scholars will be carrying their own chromebooks
- Staff will provide distance learning opportunities that consist of technology based activities as well as non-technology based activities.
- Chromebooks in the classroom: items must be cleaned between use of each student. No sharing of electronics is allowed until they have been properly cleaned.
- Teachers will be expected to use technology to provide new learning, enhance learning and create rigorous learning opportunities

Communication and Engagement Plan for Parents, Staff and Students

- Information will be communicated, in multiple languages, with families in August 2020 and weekly updates as needed.

- Weekly/ Monthly updates will be shared with families through social media (ie. Facebook and Twitter) robo-calls, and newsletters.

- Virtual FACE Meetings will continue to be held to discuss Reopening Procedures and policies

Social Emotional Learning (SEL)

Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur."

- Connect time: students social/ emotional needs are at its greatest. Each day, teachers will spend time connecting, and relationship building as a group.
- The Leader in Me will be the school SEL framework
- SEL team (Counselors, Social Workers, Admins) will be available for support and outreach.
- The Community Coordinator, Parent Liaison and Community Partners will support families through phone calls, text messages, and home visits as appropriate.
- We will continue to use Restorative Practices to support our scholars during this virtual/hybrid school session.