



## **District Plan: 2020-21 School Year**

The global COVID-19 pandemic has affected our community in profound ways. In March, when the state enacted NY on PAUSE and ordered schools closed, our students, parents, teachers, and everyone involved in the education of our students worked together to continue instruction and nutrition for our students.

We now plan for a new school year, using what we know, what science and data have told us, and the guidance of state health officials. By order of Governor Cuomo, the re-opening of schools in any format is contingent upon our region's 14-day COVID-19 infection rate remaining below 5%. If at any time after August 1 the region's infection rate rises above 9% over a seven-day average, the governor has required that all school buildings close until he returns students back to schools. Instruction during this time of closure would continue with all students completing remote/online instruction.

New York State has provided an extensive document, outlining the requirements for opening schools in 2020-21. From July 20 – 31, nearly 100 stakeholders – teachers, parents, staff, administrators, community members – met on five committees to discuss survey results, analyze health department guidance, and provide input on the state requirements and the best plan for Horseheads schools. Additionally, the plan was reviewed and discussed with the Board of Education and, separately, the Chemung County Department of Health and county executive. This document is the district's plan to reopening schools for the 2020-21 school year; and it will be enhanced as we begin our implementation throughout the summer.

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## District Process

Phase	Title	Timeline
Phase 1	Communication, Guidance, Process Planning	July 15-21
Phase 2	Community Input and Plan Development	July 22-31
Phase 3	Finalization of Plan & Parent Commitment	July 31-August 7
Phase 4	Implementation	August 3-September 7
Phase 5	School Year Begins & Necessary Adjustments	2020-21
Phase 6	Potential Closure & Re-opening Implementation	2020-21

### Phase 1: Communication, Guidance, Process Planning

The district received documents from the NYS Department of Health on July 13 and the NYS Department of Education on July 15 regarding the opening of schools for the 2020-21 school year. Stakeholder groups were contacted for participation in five advisory committees:

- Health & Safety
- Transportation
- Nutrition
- Social Emotional Well-Being
- Instruction

### Phase 2: Community Input and Plan Development

During the week of July 20, a total of 80 stakeholders – teachers, parents, staff, administrators, community members – met to discuss survey results, analyze health and education department guidance documents, and provide input on the state requirements for the creation of the best plan for Horseheads schools. The committees focused on five key areas: Health & Safety, Transportation, Nutrition, Social Emotional Well-Being, and Instruction. Work continued the week of July 27 in order to complete our plan and have it reviewed by Chemung County Department of Health, the county executive, and the Board of Education prior to its submittal to the state by the July 31 due date.

Several educational formats were studied, researched, and discussed for both educational and operational feasibility.

Horseheads Board of Education	Kristine Dale, President Brian Lynch, Vice President Tom Casey Dan Christmas Warren Conklin MaryAnn Holleran Shehla Javed Doug Johnson Najeeb Rehman
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## District's Executive Team

Douglas	Tom	Superintendent
Gill	Anthony	Assistant Superintendent
Buzzetti	Katy	Assistant Superintendent for Business
DeFilippo	Caitlin	Director of Human Resources
Squires	Kelly	Director of Student Services

## Phase 2 Committee Membership

Tiffany	Owen	CO	Facilitator Instructional Committee
Susan	Amey	HTA	Instructional Committee
Melanie	Anastasio*	HTA	Instructional Committee
Kristy	Bartenstein	HTA	Instructional Committee
Jessica	Benkelmann	HSSA	Instructional Committee
Mike	Bostwick	Admin.	Instructional Committee
Ryan	Collins	CO	Instructional Committee
Bert	Conklin	CO	Instructional Committee
Scott	Cunningham	HTA	Instructional Committee
Sara	Diezhandino	Parent	Instructional Committee
Kris	Earl	Admin.	Instructional Committee
Bill	Finnerty	HTA	Instructional Committee
Maureen	Frei	HTA	Instructional Committee
Lance	Funair	Parent	Instructional Committee
Bill	Giancoli	CO	Instructional Committee
Melissa	Gillette	Parent	Instructional Committee
Megan	Hale	HTA	Instructional Committee
Cassie	Lamphier	CO	Instructional Committee
Christine	Lawas	HTA	Instructional Committee
Shawn	McDonough	CO	Instructional Committee
Tracy	McUmbur	HTA	Instructional Committee
Patrick	Patterson	Admin.	Instructional Committee
Chris	Schiavone	HTA	Instructional Committee
Andy	Scott	HTA	Instructional Committee
Stephanie	Smith	HTA	Instructional Committee
Lee	Spencer	HTA	Instructional Committee
Alicia	Stryker	HSSA	Instructional Committee
Bruce	Whitmarsh	Parent	Instructional Committee
Caitlin	DeFilippo	CO	Co-Facilitator Health & Safety Committee
Mike	Coghan	F&G	Co-Facilitator Health & Safety Committee
Danny	Austin	F&G	Health & Safety Committee
Kevin	Clark	Union Leader	Health & Safety Committee
Annette	Cobb	Nurse	Health & Safety Committee
Sarah	Crouse	HSSA	Health & Safety Committee
Pat	Gross	Community	Health & Safety Committee
Ron	Holloway	Admin	Health & Safety Committee
Brandon	Johnson	HTA	Health & Safety Committee

Mike	McCawley	Admin	Health & Safety Committee
Scott	McGrain	SRO	Health & Safety Committee
Mary	Owen	Nurse	Health & Safety Committee
Melanie	Peden	Parent	Health & Safety Committee
Mark	Romanski	HTA	Health & Safety Committee
Liz	Scaptura	Admin	Health & Safety Committee
Debbie	Semski	Kids World	Health & Safety Committee
Tony	Stager	F&G	Health & Safety Committee
Candi	Valentine	Union Leader	Health & Safety Committee
Kelly	Squires	CO	Facilitator Social Emotional Well-Being
Anne Marie	Bailey	Admin	Social Emotional Well-Being
Kelly	Bennett	MSW	Social Emotional Well-Being
Tiffany	Bratz	HTA	Social Emotional Well-Being
Julie	Burr	Nurse	Social Emotional Well-Being
April	Cook	HTA	Social Emotional Well-Being
Christy	Harmer	Parent	Social Emotional Well-Being
Tom	Hoeffner	Admin	Social Emotional Well-Being
Sarah	Kline	SWA	Social Emotional Well-Being
Dora	Leland	HTA	Social Emotional Well-Being
Sara	Michelucci	HTA	Social Emotional Well-Being
Melanie	Rahr	SWA	Social Emotional Well-Being
Rachel	Rich	MSW	Social Emotional Well-Being
Angela	Sullivan	Parent	Social Emotional Well-Being
Alexis	Traynam	MSW	Social Emotional Well-Being
Donna	Weber	HSSA	Social Emotional Well-Being
Joe	Kilmer	Food Service	Co-Facilitator Nutrition Committee
Katy	Buzzetti	CO	Co-Facilitator Nutrition Committee
Robin	Doubrava	Admin	Nutrition Committee
Julie	Knowlden	Food Service	Nutrition Committee
Michelle	Podolec	Parent	Nutrition Committee
Jessica	Preston	Food Service	Nutrition Committee
Michelle	Reeves	HTA	Nutrition Committee
Victoria	Shutts	Food Service	Nutrition Committee
Pete	Wilcox	Transportation	Co-Facilitator Transportation Committee
Katy	Buzzetti	CO	Co-Facilitator Transportation Committee
Dan	Buseck	Sec. Admin	Transportation Committee
Diane	Hardy	Transportation	Transportation Committee
Jason	Johnson	Transportation	Transportation Committee
Rich	Micelotta	Transportation	Transportation Committee
Patti	Piedgon	note taker	Transportation Committee
Dick	Pirozzolo	Community	Transportation Committee
Patti	Sotero	Elem. Admin	Transportation Committee
Mike	Smith	Union Leader	Transportation Committee
Jessika	Vroman	HSSA	Transportation Committee

Chemung County Executive	Christopher Moss
Chemung County Department of Health	Peter Buzzetti

### Phase 3: Finalization of Plan & Parent Commitment

The various advisory committees work was overlaid to ensure that the three models of instruction developed by the Instructional Committee met the mandated requirements of the state in all areas. All mandated requirements from NYS Education Department and NYS Department of Health will be met for our hybrid model (portion of the time in school and a portion at home remote/online learning) and 100% remote/online model of instruction.

**Due to the requirements set forth by the NYS Department of Education and the NYS Department of Health, it was advised by our operational committees that the district not offer the 100% in-person, five days a week, instruction model for the start of the 2020-21 school year. We will continue with this plan until so ordered by Governor Cuomo, NYS Department of Health, or NYS Department of Education.**

On Friday, July 31, the district will check the assurances listed at the end of this document and submit information on key aspects of these assurances. The next phase (implementation) will see the development of further details required to meet each of the models of instruction in our plan.

A questionnaire is slated to go to parents the week of August 3. Parents will need to commit to one of the models of instruction being offered: hybrid or remote/online. The questionnaire coincides with the governor’s announcement on our region’s ability to open for the fall.

### Phase 4: Implementation

The logistics of opening the school year in the fall requires the data from the parent questionnaire. These parental choices will dictate our operational opening protocols (nutrition, transportation, and health and safety), as well as instructional and social emotional well-being scheduling and planning. For example, master schedule development in all buildings, planning for student arrival and dismissal, routing of buses, training and learning requirements of the plan, communication planning, and facility preparedness.

### Phase 5: School Year Begins & Necessary Adjustments

Our implementation plan goes into effect and alterations are made to continue to meet the mandates of the state guidance. To meet training/professional learning needs of this plan and address the social emotional well-being of our employees, parents, and students, a shift in the district’s use of superintendent’s conference days and the phasing in of people in the building is being considered.

## Phase 6: Potential Closure & Re-opening Implementation

At any moment the governor may re-open our buildings to 100% in-person, or close our buildings resulting in 100% remote/online learning. Similarly, the Department of Health may close our buildings leading to 100% remote/online learning. Our plan will address these shifts ensuring seamless transfer in our continuum of learning.

# **NYSED Mandatory Requirements**

## **Health & Safety and Facilities**

The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first in every decision made and every action taken by our schools.

Whether instruction is provided in-person, remote/online, or through some combination of the two, we have an important role to play in educating and communicating with our community about the precautionary actions we are taking to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas

- Health Checks
- Healthy Hygiene Practices
- Social Distancing
- Personal Protective Equipment (PPE) and Face Coverings
- Management of Ill Persons
- Cleaning and Disinfection

Focusing on preventive action, the Horseheads Central School District is addressing these requirements for the beginning of the 2020-21 school year:

- We have reviewed and considered the number of students and staff allowed to return in-person using these factors:
  - Ability to maintain appropriate social distance
  - PPE and face mask availability
  - Availability of safe transportation
  - Local hospital capacity – consult your local department of health.

Based on these factors a 100% in-person format has been determined to be not feasible or advisable during this stage of the global COVID-19 pandemic. Because of the mandated requirements for social distancing in buildings and on district transportation, the availability of staff, and the capacity of our school buildings, our district does not have the ability to bring all students back to buildings every day.

- A communication plan for students, parents/guardians, staff, and visitors is in development that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
- A written protocol will be developed by the district instructing employees on the signs to observe for illness in students and staff and how to address persons that are symptomatic. In such cases, an assessment by a school nurse is conducted, and when they are not available, ill students and staff will be sent home for follow up with a healthcare provider.
- A written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students. Those students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire are to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. Likewise, visitors, guests, contractors, and vendors to the school



will require health screenings. These individuals are to schedule ahead of time such visits to limit the number of people in our facilities.

- Parents and guardians are also to be instructed on the signs of illness in their child that require staying home from school.
- The district has created appropriate signage to instruct staff and students in correct hand and respiratory hygiene. The Department of Health continues to update the district on the proper hygiene requirements to be proactive in addressing COVID-19.
- Our classrooms, cafeterias, gymnasiums, offices, and hallways have been evaluated to ensure the appropriate capacity, keeping social distance of at least 6 feet whenever possible.
- Our instructional model addresses how we will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
- We will have a superintendent directive requiring all employees, adult visitors, and students to wear a face covering whenever social distancing cannot be maintained.
- Teachers, staff, and principals will be directed on the protocols allowing for mask breaks by students.
- In order to provide the in-person instruction hybrid model, we have secured and continue to purchase adequate supplies of face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.
- In conjunction with the local health department, we have a plan for actions to be taken if there is a confirmed case of COVID-19 in a school.
- Also in conjunction with the local health department, we have a plan that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19.
- We have secured the necessary cleaning agents, and continue to purchase products, to clean and disinfect schools following CDC guidance.
- We plan on conducting the required school safety drills with modifications ensuring social distancing between persons.
- We are in conversation with our local providers of before and aftercare programs to ensure proper health and safety measures are being taken. This planning will continue as we explore more partnerships related to child care.
- The Director of Human Resources, Assistant Superintendent for Business, and Assistant Superintendent have been designated our COVID-19 safety coordinators whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.
- We will follow all guidance related to health and safety which includes meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection.
- The district understands that:
  - In the event that we make changes or additions to facilities due to our school year planning, such changes will be reviewed by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire

Prevention and Building Code (BC) and the State Energy Conservation Code – just as with any other project.

- Many of our stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors will remain unchanged.
- The statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. These deadlines must be met.
- At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of “normally occupied operation” for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.
- If we expect to make space alterations to the physical space or the building, these items will be required as part of our plan:
  - Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change must be submitted to OFP, the local municipality and/or code enforcement officials for review.
  - Means of egress, fire alarm system, ventilation, and lighting may be affected and must be indicated on all submitted plans.
  - Consult your architect and submit floor plans to OFP for approval.
  - COVID-19 Projects shall be indicated as “COVID-19 Reopening” when submitted to the OFP. This will allow NYSED to expedite those reviews.
  - The installation of movable partitions (gym, cafeteria, Library classroom dividers) and queue barricades shall require an abbreviated submission consistent with the Form FP-AU Request for Approval of Use of a Facility.
  - Use of Cafeterias, Libraries, Auditoriums and Gymnasiums: A floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.
- If the district chooses to expand their square footage in order to enable improved social distancing (e.g. building additions, lease space, transportable classroom units or spaces such as tents) the following requirements apply for all spaces to be occupied by school district staff and students:
  - Code Review: Per statute, NYSED’s Office of Facilities Planning must review and approve the above types of projects to ensure that the proposed spaces meet the fire code.
  - Offsite Lease Requirements: For offsite facilities, the district or other applicable schools must contact their project manager at NYSED Office of Facilities Planning (OFP) and submit a Temporary Quarters (TQ) Project submission.

- To ensure that these sites meet all requirements, TQ submissions require submission of:
  - OFP Form FP\_AU-Request for Approval of Use of a Facility;
  - architectural quality floor plan;
  - site plan;
  - AHERA Plan;
  - Fire Safety Report;
  - Confirmation of Americans with Disabilities Act compliance;
  - Local Code Authority Certificate of Occupancy; and
  - Approval of use of space.
- If a Change of Occupancy in the Existing Building Code applies (e.g. office or B-occupancy to E-occupancy) code requirements such as rescue windows; accessibility; fire protection systems such as sprinkler or emergency voice alarm communication systems; ventilation – may make it infeasible.
  - Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 Re- opening” when required materials are submitted to OFP for review.
  - Consult with OFP for a preliminary evaluation of all facilities under consideration for leasing. All leased facilities must be submitted to OFP for review and approval.
  - We will consult with our architect/engineer of record and identify COVID-19 Projects as “COVID-19 Reopening” when required materials are submitted to OFP for review.
- In the event that tents are used as alternate spaces, then the following requirements apply:
  - Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
  - Temporary structures and tents are those erected for 180 days or less. The Building Code Section 3103.1 indicates, “tents and membrane structures erected for a period of less than 180 days shall comply with the Fire Code of NYS”.
  - The Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for permanent tents. They include requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction, use.
  - Permanent tents are considered a membrane structure and are regulated by Building Code Section 3102 and other applicable sections.
  - Districts or other applicable schools must consult their design professional to prepare submission drawings for approval by OFP.
  - The following information must be shown on the drawings: Dimensions, Minimum separation distance to other structures, Tent sides (yes) (no), Duration of use, Type of use/activity, Anchor- age, Number of Exits, Width of each exit, Table/Chair/Contents, layout, Fire extinguisher Location, Occupant

load, Heating or Cooking equipment, Utilities, Exit signs, NFPA 701 testing/label/certification.

- If the tent is used for E-occupancy, consult with local municipalities and/or code enforcers provide code-compliant design for mechanical heat and ventilation; lighting; emergency lighting; power; fire alarm; plumbing; etc. as required.
- Districts or other applicable schools must consult their architect and submit to OFP for approval. The district, or other applicable school, must provide an architectural quality floor plan, which clearly indicates existing and proposed use of space showing the furniture layout with egress aisles. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.
- It is understood by the district that the number of toilet and sink fixtures must meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional should be consulted prior to any modifications to layouts or number of fixtures. And all temporary facilities must be approved through the Office of Facilities Planning.
- We will maintain adequate, code required ventilation (natural or mechanical) as designed.

## **Instruction**

Our students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote/online, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts should acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time.

During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. *Flexibility is essential when planning for the fall and beyond*, and we will be prepared to shift between in-person, remote/online learning, and a hybrid model in a way that is least disruptive to students.

We will provide 180 days of instruction to our students regardless of whether it is in-person, remote/online, or through a hybrid model. And as with any other year, our instruction will be aligned with the outcomes in the New York State Learning Standards. Such instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in-person, remote/online, or hybrid). We are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting. Also, built into each educational model will be routine scheduled times for students to interact and seek feedback and support from their teachers. We will create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.

For the 2020-21 school year, students/families will have the opportunity to choose one of two options when returning to school: Hybrid or 100% remote/online. Our priority is to create a plan that provides students with an equal opportunity to learn in a culture and climate that promotes the social/emotional well-being and safety of our students and staff.

### **School Schedules**

- After the submission of our plan we will clearly communicate with students, families, and staff our models of instruction. We have arrived at these models through the collaboration with district stakeholders.
- There are two options for students: 100% remote/online learning or a district-designed hybrid model. We will slowly transition the timeline to ensure that all staff and students feel safe as we prepare for the new school year.

Please note: At this current time, a 100% in-person format has been determined to be not feasible or advisable during this stage of the global COVID-19 pandemic. Because of the requirements for social distancing and other safety needs, our district does not have the capacity to bring all students back to buildings every day.

## **100% Remote/Online Learning Model**

This represents a *draft model* developed through the Instructional Committee and is to be adjusted and completed through the month of August.

### **Priorities**

- To provide all students with an equal opportunity to learn
- To create a cohesive and authentic learning experience that meets the needs of the “whole child”

### **Learning Platform(s)**

- One consistent management system throughout PK-12 will be utilized to deliver instruction
- The selected platform must be user friendly to all for ease of communication and education
- The selected learning platform must be compatible with SchoolTool

### **Technology and Devices**

- A survey is needed prior to the start of the school year to identify the hardware needs and connectivity capacity of students and staff.
- It is an aspirational goal to achieve 1:1 devices to ensure that all students are able to connect to classwork and are not limited by other family members.
- The district will identify which grades require touch screen, keyboard, etc. to be successful
- Access to Wi-Fi hotspots are being explored for all students so that they can access streaming and interactive discussions remote/online, if needed.
- The district is exploring the creation of a supervised internet café for students to come into school buildings and complete or upload work. Such areas need to meet the health and safety requirements of our facilities usage.
- Each building will have a tech support available for students and parents.

### **Communication**

#### **District Communication**

- The district will provide an easy access on the website for remote/online learning
- The district will set up a communication system to eliminate the abundance of calls from multiple people
- The district will develop a protocol on how communication occurs between staff/students and staff/parents
- The district will develop and share a clear protocol that identifies steps of communication when students do not complete their work or engage in the remote/online learning environment
- The district will establish and share the protocol for who staff contact if they encounter a potentially inappropriate or unsafe behaviors via live instruction (e.g. child abuse)

## **Staff Communication**

- Teachers will send positive weekly lines of communications to families to keep them engaged
- Teachers will utilize the Learning Management System to communicate to all students unless the student has connectivity issues. In which case, steps will be taken by the district to ensure the student's learning will continue.
- A protocol will be developed to ensure that students are being held accountable for participation in remote/online learning
- Staff (e.g. teaching assistants) will be utilized to assist with communication:
  - Complete follow-up communication with students who are not completing work
  - Support students with any academic needs that have already been taught in the classroom

## **Communication Timeline**

- Communication and development of the 100% remote/online learning will take place during the month of August
- Devices will be distributed to students at the end of August through the beginning of September
- Staff will be provided with an opportunity to transition back to school without students to ensure that they feel safe and ready for the school year
- Staff will have access to professional learning prior to the start of the school year
- A parent training will be provided prior to the start and/or during the beginning of the school year
- Students will have an opportunity to receive remote/online supports the first week in September and a slow transition to ensure that students feel safe and ready to begin the school year

## **Instruction**

### **Staff**

- The district will outline consistent practices and expectations within a team (workload, connecting with class, check-ins, office hours opportunities)
  - Direction to teaching staff on when they should be available, giving careful attention to their need of time without student contact
- Resources should be available for all teaching staff, including teacher assistants
- Teachers should provide synchronized learning and individual work time within the given time of instruction
  - The whole time does not need to be spent live streaming lessons (teach lesson, allow students to complete independent work, be available for the duration of the period to support student that have questions with students logging back on if needed)

### **Students**

- Differentiation will be provided throughout instruction
- Students will be provided with relationship building activities throughout the learning, especially at the beginning of the school year

- Students will receive a set schedule for classes
- Students will participate in a daily virtual check-in with their class and all lessons with their class

## **Expectations and Schedules**

### **Teachers**

- The district is exploring the ability to provide time for all grade level/content areas to meet and discuss essentials and learning gaps prior to the start of the school year
  - The team will make adjusted expectations of what the curriculum should be for 100% remote/online learning and for the entire school year
  - Teachers should be given the freedom within their school, grade level, and subject to teach how they deem appropriate as long as students are driven to meet learning standards and transfer outcomes and complete the required curriculum components of the district and/or state
- Teachers should be able to use a variety of techniques in teaching including live interactive sessions via the internet, pre-recorded, and printed materials
- Content delivered through in-person video connection, as well as recorded video lessons to be supplemented with assignments and projects to be completed on a regular basis
- Teachers will provide authentic, relevant, application based to try to truly engage students, so they are focused on learning and not completion of tasks
- The teachers will teach daily from the classroom to have resources at hand
- Teachers should provide instruction that engages with students daily

### **District**

- The district will establish a common, developmentally appropriate, protocol for grading and assignment, including deadlines
- The district will develop a handbook of remote/online learning expectations
- New expectations for the hybrid model will be put into the student handbooks
- The district will determine a master schedule and expectations of all stakeholder groups, including attendance, class expectation, at risk rubric, etc.
- The district will establish set rules of checks & balance to ensure that the needs of the staff are being met

### **Teachers**

- Teachers, in coordination with administration, will determine “office hours” so that they can focus on teaching and then office work at specific given times; teacher/parent conferences are during these hours
- Teachers will be provided with an opportunity to utilize EAP resources
- Teachers will follow the district developed approach to instruction using a LMS and common procedures regarding grading



## **Students**

- We are exploring a homework hotline that will be available for those that are having trouble when teacher and/or parent is not available
  - Teachers and Teacher Assistants will help support the homework hotline
- Students will be supplied with hands on materials when needed
- Students will need to provide evidence of engagement daily

## **Parents**

- Parents need to reinforce the schedule and expectations of schools being open and operating according to the master schedule
- Students will be held accountable for attendance and participation
- Parents will communicate with staff and ensure the child is making an attempt at learning
- Parents will be asked to complete ongoing surveys to support identifying needs, while reviewing the expectation of student learning

## **Professional Learning**

### **Staff Professional Learning**

- Training will be provided to students and parents on the following:
  - Learning Management System
  - Curriculum modifications
  - Report cards
  - Modified expectation development
  - Planning across grades & group planning
  - Daily morning check-in using live video and other platforms
  - Mandatory trainings either remote/online or in-person, that all stakeholders are trained on the platforms that they will be using/responsible for prior to the first day of instruction.
  - SEL and SEL playbook

### **Students & Parents Learning**

- Training will be provided to students and parents on the following:
  - Participation and attendance
  - Handling, care, and using the devices
  - How students/parents access needed materials
  - Learning Management System
    - How to use the platform
    - Contact
    - Turn in assignments
    - Newsfeed
    - Attendance
    - Learning expectations
    - Grades

## **Special Education Learning**

- Training will be provided to students and parents on the following:
  - Remote/Online training on differentiation, common examples, etc
  - Sharing of best practices between all teachers of similar backgrounds
  - Very open collaboration on how to best engage with staff and supervisors
  - How to identify students who are not gaining a beneficial experience through progress monitoring
  - How best to secure confidentiality of students
    - Individual vs group therapy
  - Better use of support staff to assist teachers in follow up and checkpoints
    - Staff that has free time or greater availability than those who don't
  - BIP Plans
    - Continue to give options to parents on how best to quell or solve problem at the time

## **Feedback/Reflection on Learning**

- All stakeholders will be given the opportunity to give ongoing feedback
- Stakeholders will be able to track progress and identify what changes should be considered

## **Special Education**

### **District**

- The district will provide clear expectations for resource room, RTI, ENL, TA's.
- The district will clearly articulate the priority given for in-person therapies when possible and getting the resources out to be able to differentiate to all levels according to IEP's.
- The district will provide special ed services possibly in-person following social distancing guidelines similar to summer scheduling services
- The district will continue support and accommodations provided in remote/online setting
  - Some accommodation such as individual check-ins can continue when student is at home
- The district will provide staff time to review the plans developed by general education prior to building their plan for instruction

### **Staff**

- Teachers will have access to general education materials (common folders)

## **Bilingual and World Languages**

- ELL teachers need to coordinate with classroom teachers ahead of time to get preloading information and curriculum information to better prepare ELL's
- ELL teachers need to be set up with lesson time according to the master schedule similar to RTI, Resource or other practitioners

- The teachers will be provided with resources to continue to support those with different native tongues
  - Materials
  - Software
  - Close captioning
- The district will identify families that have these ELL needs
- The district will establish a system that will cater to each family/student/language in the forms of communications that they prefer and understand

### **Social Emotional**

- The district will ensure that social Emotional learning becomes a priority as we begin school and throughout the school year
  - Each building and classroom will need to establish a positive and safe climate and culture
  - Each building and classroom will implement strategies throughout the learning that support social/emotional learning

### **Engagement**

- All staff must provide authentic, relevant learning not just task orientated activities
- All staff must engage students in ongoing relationships instead of simply looking for work completion
- Clear expectations for students will be developed to directly connect with staff and students

### **Attendance and Chronic Absences**

- The district will develop a clear protocol that addresses attendance, absenteeism, discipline, grading, etc.
  - The protocol needs to be automatic and quick without teachers needing to subjectively decide based on platform engagement
  - The protocol needs a common practice/expectation on attendance; regardless of school within the district
  - The protocol needs to incorporate clear consequence is there if not adhered
  - The protocol will utilize SRO/Truancy Officer
  - The protocol will utilize CPS programs to engage legally with parents of children who are not attending (last resort)
  - The protocol will include a rubric to share with families and students (based on the expectation chart developed by the team)
- TA(s) help track attendance (training needs to be completed)-assign TA(s) to Cohorts or teachers to track daily attendance and participation.

### **Supports needed to make this plan successful**

- Delayed start date to allow adequate time to train and prepare our remote/online classrooms, curriculum modifications, report cards, and modified expectations before starting instruction.
- Students participate in remote/online learning boot camp

## Hybrid Model

Students may participate in a district designed hybrid model. There will be two cohorts, or groups, of students scheduled to return to buildings on different days throughout the week to ensure that the district can abide by the current mandated requirements of health and safety.

Many aspects of the 100% remote/online model detailed above will be applied to the remote/online learning days of students.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Cohort A</b> will attend in-person instruction for the entire school day</p> <p><b>Cohort B</b> will participate in remote/online learning</p>	<p><b>Cohort A</b> will attend in-person instruction for the entire school day</p> <p><b>Cohort B</b> will participate in remote/online learning</p>	<p>All students in Cohort A and B will participate in remote/online learning. In-person attendance by select students with disabilities (per IEP), students with 504s, and specific English language learners</p>	<p><b>Cohort B</b> will attend in-person instruction for the entire school day</p> <p><b>Cohort A</b> will participate in remote/online learning</p>	<p><b>Cohort B</b> will attend in-person instruction for the entire school day</p> <p><b>Cohort A</b> will participate in remote/online learning</p>

- Students who receive services due to an IEP, and did not select 100% remote/online learning, may participate in-person for more than two days a week based on their needs.
- Students who have additional needs outside an IEP, and did not select 100% remote/online learning, may receive additional supports on Wednesday in accordance with NYSED guidance.

### TECHNOLOGY AND CONNECTIVITY

Regardless of the model the student is engaged in, we will to the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access. We will also provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote/online or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Our work will continue in providing areas around the district where we will “deliver” access through our bus Wi-Fi and remote internet access points that we began in the spring.

## SPECIAL EDUCATION

Whether services are provided in-person, remote/online, and/or through a hybrid model, we will address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. We will also:

- Have meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
- Address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
- Ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of our students.
- Address how we will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

## BILINGUAL EDUCATION AND WORLD LANGUAGES

As we prepare to reopen schools in 2020-21, we remain mindful of legal requirements and are proactively addressing inequities, including, to the greatest extent feasible, providing support and instruction to all parents/guardians regarding the use of technology in their preferred language of communication.

English language learners (ELLs) will be afforded the opportunity for full and equal participation whether it be through an in-person, remote/online, or hybrid model of instruction. While many ELLs may have benefited from learning through remote/online learning platforms, it is important we consider their unique needs and strengthen the home language and supports necessary for English language development utilizing synchronous and asynchronous learning. Therefore, we will:

- Complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.
- Provision of required instructional Units of Study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process.

## Social Emotional Well-Being

“As school and district personnel adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, schools and districts must also prioritize social emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.”

- NYS Department of Education’s “Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools”

As a district we have prioritized the wellness of students and staff in our educational planning work. This facet of the state’s mandates fell in-line with what we value as a community. Therefore, a committee was created that would solely focus on the well-being of our students, employees, parents, and community as we begin the 2020-21 school year. And beyond this committee, each of the other committees (Nutrition, Health & Safety, Transportation, and Instruction) were guided to prioritize this important lens of work.

The Social Emotional Well-Being Committee has prepared actions steps to keep this area at the forefront of our reopening plan, whether the student is in-person, remote/online, or in a hybrid model of instruction. To meet training/professional learning needs of this plan and address the social emotional well-being of our employees, parents, and students, a shift in the district’s use of superintendent’s conference days and the phasing in of people in the buildings is being considered.

To meet the mandates of the state, we will:

- Ensure that the district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselors, is reviewed and updated to meet current needs.
- Empower our already established Wellness Team as the advisory council to inform the comprehensive developmental school counseling program plan.
- Continue to provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- Continue to provide professional learning opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

## Nutrition

The district is working with its BOCES food service director and staff to meet requirements to provide all enrolled students with access to school meals each school day whether school is in-person or remote/online. In doing so, we will:

- Address all applicable health and safety guidelines.
- Protect students with food allergies if providing meals in spaces outside the cafeteria.
- Detail procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- Work with our facilities staff to ensure required cleaning and disinfection prior to the next group of students arriving for meals, if/when we decided to serve food in the same common area.
- Comply with Child Nutrition Program requirements.
- Include protocols that describe communication with families through multiple means in the languages spoken by families.

## Transportation

The Horseheads Central School District recognizes that the school bus is an extension of the classroom and services should be provided to all students with consistency and equity. To that end, the district will develop a plan to meet these state requirements:

- Students will be required to wear masks and social distance on the bus. Students who are unable to medically tolerate a face covering (as determined by the child's physician and the district's physician), are not subject to the required use of a face covering.
- The district will provide masks to students who do not have one.
- Students will be trained on social distancing at loading times, on the bus, and at unloading times.
- Parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their district transportation.
- School bus drivers, monitors, attendants, and mechanics will wear a face covering along with an optional face shield. Those with direct physical contact with a child must have gloves that will be provided by the district. Training will be provided on the proper use of personal protective equipment (PPE) and the signs and symptoms of COVID-19.
- PPE will be made available by the district to drivers, monitors, and attendants.
- Perform regular school bus disinfection measures.
- Configure wheelchair school buses to ensure social distancing of six feet.
- Implement a plan that requires all employees (school bus drivers, monitors, attendants and mechanics) perform a self-health assessment for symptoms of COVID-19 before arriving to work. Employees experiencing any of the symptoms of COVID-19 should notify their employer and seek medical attention.
- Continue to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities, and attend non-public schools and charter schools.



## **Budget and Fiscal**

The Horseheads Central School District will continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order.

## **Staffing and Human Resources**

The Horseheads Central School District will ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; continue to utilize incidental teaching when determining how to staff their classrooms; employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; and work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction. The district will determine if its currently approved APPR plan needs to be revised in order to be consistent with our plan for re-opening under an in-person, remote/online, or hybrid instructional model.

## **Community Engagement**

As part of the district's assurance to the NYS Education Department, we were required to engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. These individuals provide input on our 2020-21 school year planning during Phase 2 of our work. In addition, they will continue to be engaged as needed during future phases of our work.

Once this plan has been submitted, we begin our required execution of a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Such communications must be provided in the language(s) spoken at home among families and throughout the school community. Additionally, this plan will be accessible to those with visual and/or hearing impairments.