Auburn Enlarged City School District

Genesee Elementary

Reopening Plan

SY 2020-21

Auburn
Enlarged City School District

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Principal's Message

Hello Genesee Families:

We have been working extremely hard to make sure that we put every precaution in place to maintain the health and safety of all students and staff. This school year is going to look a little different than what we are used to due to Covid-19 but together we can accomplish great things!

As we navigate the health and safety of students and staff we will have some new requirements:
- All students and staff will be expected to wear face masks at all times during the day. There will be mask breaks provided by teachers.
- Signs, arrows, social distancing reminders, mask requirements, and hand washing guidance will be posted.
- Desks and furniture have been relocated within classrooms for social distancing.
- Students will be eating both breakfast and lunch in their classrooms.

The following procedures will be followed when staff or students show symptoms of Covid-19:
- Students showing COVID-19 symptoms at school will be placed in an isolation room to keep separated from others; parents will be notified immediately.
- The area will be reopened after it has been sanitized.
- Students will engage in virtual learning while they stay at home due to illness.
- The district will notify health officials, staff, and families of a possible case while maintaining. confidentiality as required by NYS regulations.

It is very important that you keep your child home if he/she is not feeling well and is experiencing any of the following symptoms:
- fever
- cough
- shortness of breath or difficulty breathing
- chills or repeated shaking with chills
- muscle pain
- headache
- sore throat
- unidentified rash
- congestion or runny nose
- nausea, vomiting, or diarrhea
- new loss of taste or smell.

The first day of school is Tuesday, September 8, 2020!

The official start time for school is 8:30am. All students will have their temperatures checked before entering the school building. Parents *will not* be able to walk students to class on the first day of school. Arrival doors are as follows:
- Grades K and 2: Kindergarten Doors (far left)
- Grades 1, 3, 6: Middle Doors
- Grades 4, 5: Main Doors

Students following the Hybrid model will either be assigned to Group 1 (Monday and Wednesday) or Group 2 (Tuesday and Thursday.) The opposite days, we well as all Fridays, are virtual learning days. Virtual learning assignments will be posted on google classrooms and online attendance will be taken on the virtual learning days.

In order to keep students and staff as safe as possible, the school will be closed to visitors or volunteers for the foreseeable future. If necessary, parents/guardians picking a child up will be required to go through a screening process including a temperature check

and the completion of a Covid-19 questionnaire prior to entering the building.

If you have any questions or concerns, please don't hesitate to contact me. Ashley Evans, the Social Worker, and Emma Coomey, the School Psychologist, are also available for any social emotional needs.

Thank you so much for all of your support, understanding, and patience as we continue to navigate out our new normal together! We miss our Genesee families and students!
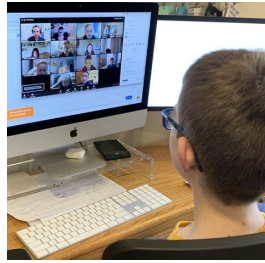
Sincerely,

Heather Costello
Principal, Genesee Elementary School

Reopening Principles and Process

The development of Auburn's reopening plan was directed by and is rooted in the following guiding principles, which will continue to inform our implementation.
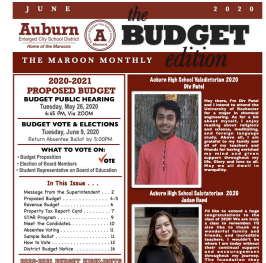

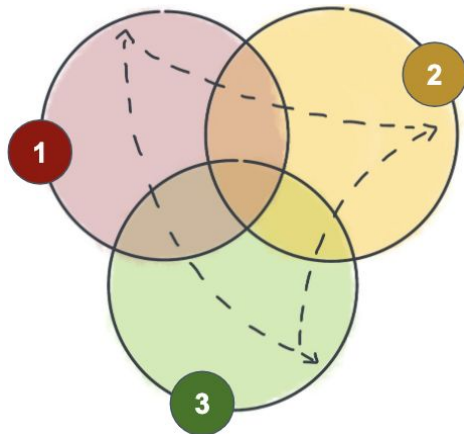**Safety**   **Equity**   **HIgh Quality Instruction**   **Accountability**   **Communication**

Three scenarios have informed the reopening planning process. These three scenarios ensure that Auburn ECSD is prepared for a variety of circumstances.

Scenario 1: **100% of our students are in buildings for instruction with safety precautions.** This scenario would only be feasible for Auburn when we are able to safely return students to school without the current social distancing guidance due to bus and classroom capacity.

Scenario 2: **Hybrid model where some students are learning at home and some are in learning on-campus in our buildings.** This model will have students attending school on an A/B rotation 2 days out of the week and remote learning 3 days a week through Google Classroom and small groups virtual instruction.

Scenario 3: **100% distance learning model where all students are learning off campus at home.** This model will have students remote learning 5 days a week with a consistent daily schedule to include direct teacher instruction, small group instruction and individual student contact and feedback.

Communication/Family and Community Engagement

Strong and frequent communication with families, students, and staff is paramount. Auburn ESD will continue to engage stakeholders in the return planning process. Going forward, the district will continue to ensure frequent written and verbal communication in the language spoken at home. The district has developed and implemented a communication 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.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Schools will continue to use newsletters, email, and phone calls to share information with students and families. - While the district team will communicate district-wide policies, such as mask requirements, schools will communicate the bulk of information that is specific to their school. - Every Friday, teachers will post the schedule for the following week. - Schools will post signs reminding students of health and safety policies and that encourage social distancing. - Schools will communicate any updates to this plan or district policies to students, staff, and families. - Schools will reinforce expectations with school communities by providing verbal and visual communication anytime anyone enters the building. - To update: Communication steps and policies for symptomatic students. - To update: Teacher to family communication requirements.	- Schools will continue to use newsletters, email, and phone calls to share information with students and families. - While the district team will communicate district-wide policies, such as mask requirements, schools will communicate the bulk of information that is specific to their school. - Every Friday, teachers will post the schedule for the following week.

Health and Safety

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

Out of an abundance of caution, students and staff are required to wear face **masks** at all times while in school except while eating and during designated mask breaks.

We ask all students and families to:
- Stay home if you feel ill
- Arrive at school with a face mask on, ready to be screened and get your temperature checked
- Bring a reusable water bottle to school
- Adhere to social distancing instructions
- Report symptoms of or exposure to COVID 19 to the school
- Follow hand hygiene guidelines
- Follow respiratory hygiene and cough etiquette

Scenario 2 - Hybrid	Scenario 3 - Remote
- Arrival protocol includes a temperature check, reminder to wear a mask and a visual inspection looking for signs and symptoms of illness, such as flushed cheeks, cough, rapid or difficulty breathing. This protocol is subject to everyone who enters a building, including students, staff, parents, and visitors. - Students will periodically complete screening questions to identify symptoms. - All visitors must sign- in when arriving at school. They will need to complete screening questions and have a temperature check. This includes individuals not going to the classroom, such as delivery people. - Everyone should arrive at school with a face mask. Masks will be provided to students who do not have them. - Out of an abundance of caution, students and staff are required to wear face masks at all times while in school except while eating and during designated mask breaks. - Students/Staff cannot attend school if they have a temperature of 100 degrees or higher. If a person is NOT diagnosed by a healthcare provider with COVID 19 they can return to	The school will continue to update our website with information and send home a monthly newsletter.

school once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours OR they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school. Schools must follow CDC guidance for allowing the return to school after exhibiting symptoms of COVID 19.

- If a student screens positive for COVID-19 symptoms:
    - The parent or guardian will be contacted to pick-up their child
    - The student will wait in a supervised isolation room
    - There must be documentation from a healthcare provider following evaluation, a negative diagnostic test result, and symptom resolution or if COVID-19 test is positive there must be release from isolation by the county department of health before returning to school.
- Classrooms and offices are equipped with masks, disinfecting wipes, hand sanitizer, signage for proper hygiene, tissues, gloves and open top trash bins.
- Students are strongly encouraged to bring water bottles to school as all water fountains will either be retrofitted with a bottle filler or turned-off.
- Students may work in small groups as long as they keep their masks on at all time.
- Masks must be worn even if a face shield is also worn.
- Staff are trained to notice COVID-19 symptoms. If a student is symptomatic, they will be referred to the nurse.
- The school will continue to update our website with information and send home a monthly newsletter.

Facilities

Ensuring a safe school environment for staff and students is the priority for the facilities team. 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.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Hand sanitizer stations will be set-up around the school - Water fountains will be retrofitted with bottle fillers or turned off. All buildings will have water fillers and paper cups in case a student does not have a water bottle to fill. - Custodial staff will follow CDC guidelines regarding cleaning and wipe-down high touch surfaces multiple times a day - Classrooms with sinks will have soap that is readily replenished. - Classrooms and other instructional spaces will be set-up for social distancing, which includes removing furniture. - Directional arrows will be placed on floors to encourage social distancing.	

Child Nutrition

Auburn ECSD will ensure school meals are available to all students, regardless of whether they are attending school in-person or remotely. We are committed to ensuring that meal service is a safe experience for students and staff. Our reopening plan includes updated health and safety guidelines that comply with CDC requirements, such as the use of PPE by staff, social distancing by students, and frequent sanitizing routines.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Elementary students will remain in their classrooms for meals, and ensure students consume meals at their seats which will be arranged adhering to 6 feet social distancing guidelines. - Secondary students will eat in common areas, such as cafeterias, and ensure students sit only in marked seats to allow for social distancing. - Meals will be pre-packaged. - In elementary school, on days when students are in school, they will eat breakfast and lunch in the building and take home a pre-packaged breakfast and lunch for days they are learning at home. - In the high school and junior high the district will offer meals to take home for the next day(s) at the time the students come to the cafeteria for lunch. That way, the students who don't qualify for free/reduced will be charged right then where the register is located. - There will be designated meal pick-up sites for students learning remotely 100% of the time. - Lunch monitors will be required to wear face coverings and follow any other CDC guidelines while monitoring meals. - The school nurse will communicate Safety Plans for food allergies to all applicable school- and district-based staff. - Schools will ensure hand hygiene before and after eating and discourage sharing of food through signs and verbal reminders. - Students may not share outside food or treats with students outside of the same household while in school.	- The school nurse will communicate Safety Plans for food allergies to all applicable school- and district-based staff. - There will be designated meal pick-up sites for students learning remotely 100% of the time.

Transesportation

The health and safety of students and transportation employees is the main priority in providing transportation. Auburn ECSD will coordinate with transportation service provider First Student to ensure that all students and transportation staff are equipped with the knowledge and resources needed to follow safety guidelines.

Scenario 2 - Hybrid	Scenario 3 - Remote
- The school district and First Student will send all guidance and policies directly to parents and families. This will include policies around student health and safety and student behavior - Guidelines will be communicated and reinforced by administrators, teachers, and bus drivers. - Families are strongly encouraged to review this guidance with their children. - Students are not allowed to bring hand sanitizer on board the bus because it is a fire hazard. - Students are expected to wear face masks while on the bus. Bus drivers will have extra face masks if students forget theirs, but students are strongly encouraged to bring their own. - School buses will have seating charts and will note which seats are not open to encourage social distancing. - Special transportation buses will still be available for students who require them. Because of the limited space, siblings will likely not be able to accompany a student who received specialized transportation.	

Social Emotional Well-Being

The social emotional well-being of our students and staff is essential for their success and health. We are committed to ensuring our students and staff have the resources and training necessary to successfully engage in schoolwork. Our teams will create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. This work involves our Principals, teachers, counselors, support staff, and district teams. We will ensure that existing social emotional supports will continue whether students are in school or at home. In addition, we will provide staff with additional training and resources to address these needs in in-person or remote classrooms.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Each school has a school counselor, social worker, and school psychologist assigned to fulfill the actions within the comprehensive school counseling plan. - We have created a webpage on our district website that lists all school/student support resources, mental health, and community resources. - Schools will provide individual support to students who express fears, loss, anxiety and/or signs of depression. - Student Services educators will consult with classroom teachers about student needs and/or develop classroom guidance lessons as appropriate to the age and grade level. - All staff members will look for signs of abuse or neglect. - Counseling, including the referral process, will continue. - Staff will still conduct student-focused meetings.	- When buildings are closed, students and staff will continue to have access to student services (school counselors, psychologists, and social workers) and they will take the appropriate action according to our student support practices. - We have created a webpage on our district website that lists all school/student support resources, mental health, and community resources. - Schools will provide individual virtual support to students who express fears, loss, anxiety and/or signs of depression. - Student Services educators will consult with classroom teachers about student needs and/or develop classroom guidance lessons as appropriate to the age and grade level. - All staff members will look for signs of abuse or neglect. - Counseling, including the referral process, will continue. - Staff will still conduct virtual student-focused meetings.

School Schedules

Our Elementary and Secondary level remote learning plans include opportunities for both synchronous small group and one-on-one support and asynchronous instruction of content. Schedules will allow for ease of transition between in-person and remote learning.

Scenario 2 - Hybrid	Scenario 3 - Remote
● Elementary schools: Students will be scheduled in 'cohorts' and spend the entirety of their day with the same group of students in selected classrooms. Cohorts will be limited to 12-14 students depending on the size of the teaching space to ensure compliance with social distancing guidelines. ● Elementary art, music, and PE teachers will rotate between cohorts to help limit the number of transitions. ● Junior High and High School: The junior high and high school will create classes and schedules to ensure students are in a 'cohort' to the extent possible. ● Every Friday, teachers will post the schedule for the following week. ● All assignments will be posted in Google Classroom	● Office hours for students and families will be provided in the morning and afternoon. ● Remote learning schedules will include synchronous opportunities for students to work with their teacher and classmates. ● Elementary students who have small-group time will continue to meet with a teacher virtually some days and work on digital content the other days. ● Every Friday, teachers will post the schedule for the following week. ● All assignments will be posted in Google Classroom

Attendance and Chronic Absenteeism

Daily attendance of classes is important, regardless of whether students are learning at school or at home. We will communicate attendance policies and procedures with families and students at the start of the school year and will continue to communicate throughout the year to highlight the importance or make note of any changes and/or adjustments to expectations. We will use a standard attendance reporting if students are in school and exit tickets to record attendance if students are learning remotely. An exit ticket is a quick question or problem students complete at the end of class to help the teacher determine if they mastered that lesson. There is no one-size-fits all approach to chronic absenteeism, which is why we are committed to involving a range of stakeholders and resources to support students with attendance concerns.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Schools will ensure daily attendance is recorded in SchoolTool for both students learning in-person and students learning at home. - Elementary: For in-person attendance teachers will follow the same procedure as previous years. For the days a student is learning virtually, their teacher will give a daily exit ticket in Google Classroom and then manually record daily attendance. - Secondary: When a student is marked present for one class period, SchoolTool will note that student in Present for that day. For students learning virtually, there will be an exit ticket at the end of each class, which will serve as the attendance record. - School attendance teams will monitor students attendance, create action plans for at risk students and monitor those plans. - School attendance teams will meet in person or virtually to monitor student attendance and action plans. - The process for students to have an absence excused will be the same as previous years.	- Schools will ensure daily attendance is recorded in SchoolTool for students learning at home. - Elementary: Teacher will give a daily exit ticket in Google Classroom and then manually record daily attendance. - Secondary: When a student is marked *present* for one class period, SchoolTool will note that student as *present* for that day. For students learning virtually, there will be an exit ticket at the end of each class, which will serve as the attendance record. - School attendance teams will monitor students attendance, create action plans for at risk students and monitor those plans. - School attendance teams will meet in person or virtually to monitor student attendance and action plans. - The process for students to have an absence excused will be the same as previous years.

Technology and Connectivity

Our district is committed to providing equitable distribution of devices, broadband, and technical support to drive learning regardless of the environment. We will continue to monitor the access and needs of teachers and students to ensure they have what is required to stay engaged and connected.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Principals will provide release time for campus Tech Mentors to provide support for virtual learning and web-based tools. - Principals will implement and communicate device pickup schedules to families. - Schools will use survey data to support individual families. - Fully remote students should pick-up a device at their home school - One IT support person will be at each school building - Students will sign out their device at pick-up. A device tracking system will be implemented - Teachers will use Google Classroom as the online platform component. Teachers have been trained on Google Classroom and will continue to be supported with other digital tools - Every teacher will have access to a laptop that they can bring home - Technology questions should be directed to iHelp via phone at 315-255-8863, email ihelp@aecsd.education or website	- Principals will provide release time for campus Tech Mentors to provide support for virtual learning and web-based tools. - Principals will implement and communicate device pickup schedules to families. - Schools will use survey data to support individual families. - All students will be provided with a hot-spot device if needed - Fully remote students should pick-up a device at their home school - One IT support person will be at each school building - Students will sign out their device at pick-up. A device tracking system will be implemented - Teachers will use Google Classroom as the online platform component. Teachers have been trained on Google Classroom and will continue to be supported with other digital tools - Every teacher will have access to a laptop that they can bring home - Technology questions should be directed to iHelp via phone at 315-255-8863, email ihelp@aecsd.education or website

Teaching and Learning

The Auburn Enlarged City School District remains focused on implementing an experience that includes a high quality curriculum, instruction, and balanced assessment model for all students, whether this is in an in-person, remote, or hybrid setting. All staff will implement evidence-based practices including high yield instructional strategies that increase higher order thinking, collaboration and creativity, and student engagement.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Elementary schools will create classes and schedules to ensure students are in a 'cohort'. This means that students will spend the entirety of their day with the same group of 12-14 students and not attend class in other classrooms throughout the building. Teachers will rotate between cohorts as necessary. - Secondary schools will create classes and schedules to ensure students are in a 'cohort' to the extent possible. - On days when students who are learning remotely, class could include: Synchronous classes, teachers sharing screen with videos and making teaching points, teachers synchronously or asynchronously supporting students completing work, breakout rooms to allow teachers to work with small groups of students, students working collaboratively or independently, or teachers conferencing with individual students - The district curriculum and scope and sequence will be used to ensure learning continuity. - Office hours will be provided in the mornings and afternoons for students and families. - PE, art and music will continue whether students are learning in person or remotely. These classes will modify activities to ensure social distancing, especially if students are engaged in exercise. We will minimize shared materials or equipment, ensuring that if equipment must be shared, it will be properly sanitized between each student's use. - CTE classes will be scheduled on an individual basis, according to the needs of the host site.	- Remote classes could include: Synchronous classes, teachers sharing screen with videos and making teaching points, teachers synchronously or asynchronously supporting students completing work, breakout rooms to allow teachers to work with small groups of students, students working collaboratively or independently, or teachers conferencing with individual students - The district curriculum and scope and sequence will be used to ensure learning continuity. - Office hours will be provided in the mornings and afternoons for students and families. - PE, art, and music will continue, utilizing virtual and video tools to facilitate learning activities. - When possible, CTE classes will be held virtually. The district will communicate with the host site to monitor student engagement in virtual learning.

Special Education

Auburn Enlarged City School District is committed to a high level of support for students with disabilities and will continue to ensure that every student demonstrates academic growth. In consideration of the health, safety, and well-being of students, families, and staff, our phase in plan is designed to meet FAPE requirements at all times.   Our plan prepares our team to provide students with programs and services for in-person, remote, and hybrid learning models.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Special Education students will attend class and virtual instruction with their General Education peers for Co-Teaching, Consultant Teacher and Resource Room services that includes the provision of special education and related services. - CSE chairs and psychologists will schedule and hold CSE meetings within required timelines, both in-person and virtually. - Schools will continue to communicate and monitor the completion of tracking spreadsheets, progress reports, and regular progress monitoring. - Schools will continue to communicate to staff and families the availability of resources on the special education and student services pages of the district website. - Schools will continue to communicate the expectations that all accommodations, modifications, supplementary aids and services and assistive technology are provided as required by IEP's. - Schools will continue to coordinate staffing to ensure they are providing testing accommodations as needed. - Instructional space will be provided to accommodate daily instruction for the 12:1:1, 12:1:4, 12:1:3:1 and 8:1:1 classrooms. - School schedules will include the provision of special education and related services.	- Communicate and monitor instruction to ensure that Special Education students are participating in virtual learning with their General Education peers if possible. - Special Education teachers are present to provide support and services according to expectations virtually. - Schools will reinforce the expectations of service providers during virtual learning. - CSE chairs and psychologists will schedule and hold virtual CSE meetings within required timelines. - Schools will communicate and monitor the completion of tracking spreadsheets, progress reports, and regular progress monitoring virtually. - Schools will communicate to staff and families the availability of resources on the special education and student services pages of the district website. - Schools will communicate the virtual expectations that all accommodations, modifications, supplementary aids and services and assistive technology are provided as required by IEP's. - Schools will continue to coordinate virtual staffing to ensure they are providing testing accommodations as needed.

Bilingual Education and World Languages

Providing an equitable education for ELL students aligns to our district's mission to develop citizens that are confident life-long learners capable of meeting the challenges of their future. We will continue to ensure that we are in compliance with providing instructional assistance and services to enable ELL students to attain ENglish proficiency, develop high levels of academic language, and achieve at high levels in academic subjects in in-person, remote, and hybrid settings.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Complete NYSITELL screenings, evaluate documents, and determine eligibility for ENL support. - ENL teachers collaborate and plan instruction with classroom teachers. - Students at Commanding level of proficiency within two years of exiting ELL status continue receiving Former ELL services in form of Integrated ENL or other Former ELL services both virtually and in-person. - Provide and utilize technology to continue in-person instruction and online learning. - Establish a line of communication with students and their families to share regularly about assignments, curriculum, or other updates, ensuring their needs are being met.	- Virtually complete NYSITELL screenings, evaluate documents, and determine eligibility for ENL support. - ENL teachers virtually collaborate and plan instruction with classroom teachers. - Students at Commanding level of proficiency within two years of exiting ELL status continue receiving Former ELL services in form of Integrated ENL or other Former ELL services virtually. - Provide and utilize technology to continue virtual instruction and online learning. - Establish a line of communication with students and their families to share regularly about assignments, curriculum, or other updates, ensuring their needs are being met.

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved Annual Professional Performance Review (APPR) plan. Auburn will consider whether our currently approved APPR plans may need to be revised in order to be consistent with our plans for re-opening under an in-person, remote or hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

Scenario 2 - Hybrid	Scenario 3 - Remote
● Schools will follow the approved APPR plan and make adjustments when the district provides guidance to do so.	● Schools will follow the approved APPR plan and make adjustments when the district provides guidance to do so.

Certification, Incidental Teaching

The district will continue to ensure that all teachers hold appropriate certification for grade level and content areas, and that student and substitute teaching meets state safety standards.
Student teaching will continue in a virtual environment. Teachers may be required to teach outside of their area of certification, but this is dependent on state guidelines.

Scenario 2 - Hybrid	Scenario 3 - Remote
- Principals will follow guidelines provided by Human Resources. - Principals will adjust teacher schedules to ensure coverage at all times. - Principals will adjust teacher schedules to meet student needs when possible	- Principals will follow guidelines provided by Human Resources. - Principals will adjust teacher schedules to ensure coverage at all times. - Principals will adjust teacher schedules to meet student needs when needed.

Athletics and Extracurricular Activities

Athletics and extracurricular activities are important aspects of school. Auburn seeks to maintain some of these programs when it is possible to do so, keeping health and safety at the forefront.

Scenario 2 - Hybrid	Scenario 3 - Remote
- There will be no in-person clubs or intramurals before or after school. - Clubs and intramurals that can be offered virtually may be.	Clubs and intramurals that can be offered virtually may be.