



Auburn Enlarged City School District

Reopening Plan

SY 2020-21

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Superintendent's Message

Dear Auburn Families,

The end of the 2019-2020 school year was nothing short of extraordinary, and it looks as though what lies ahead for the 2020-2021 school year will be just as remarkable. School districts across New York State have been working diligently to come up with reopening plans based on three models – a 100% in-person learning model, a hybrid learning model where there is a split between in-person and distance learning, and a 100% distance learning model. While developing plans for each model, districts must also incorporate all of the health and safety guidelines set by the governor, the State Education Department, and the Department of Health. Because of this, every school district's reopening plans are going to look different.

By August 7, Governor Cuomo will announce whether school districts will be able to reopen for in-person learning in September. If he announces that students are not allowed back in school buildings, the Auburn Enlarged City School District will reopen with a distance learning model. If the governor does allow students to return for in-person learning, **the district will be reopening with a hybrid learning model**, which will have students attending school in person on an A/B rotation 2 days out of the week and distance learning 3 days a week.

Because of the current social distancing guidelines mandated by the state, it would be impossible for the Auburn School District to be able to socially distance students from one another due to bus and classroom capacity. The district transports 58%, or approximately 2,400 students, to and from school. Most of our buses have a maximum capacity of 66 students. With social distancing and all students wearing face masks, we will only be able to accommodate between 11 and 22 students per bus. In addition, the district's school buildings simply do not have enough space to be able to socially distance 4,200 students.

As you read through the district's reopening plans, the student schedules and teaching and learning sections will give parents and guardians a good idea of how school will look for each model, but below are some highlights of what the hybrid learning model will look like.

In the hybrid learning model, students will be on an A/B rotation. Students assigned to an A schedule will attend school in person on Mondays and Wednesdays and attend virtually on Tuesdays, Thursdays and Fridays. Students assigned to a B schedule will attend school in person on Tuesdays and Thursdays and attend virtually on Mondays, Wednesdays and Fridays. Having all students attend school virtually on Fridays will allow teachers to prepare lessons for the following week so that students will have easy access to the curriculum.

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 students and not attend class in other classrooms throughout the building. Teachers of art, music, physical education, etc. will rotate between cohorts to help limit the number of transitions. Lunch will be provided to students in their classrooms. Cohorts will be limited to 12-14 students depending on the size of the teaching space to ensure compliance with social distancing guidelines. The junior high and high school will create classes and schedules to ensure students are in a 'cohort' to the extent possible.

Hand sanitizing stations will be available in each classroom. Desks will be set up so that social distancing can be maintained. Masks **will not** be required once students are in the classroom and seated at an assigned desk. Masks **will be** required for when standing or outside of the classroom. Additionally, masks **will be** required for secondary students as they transition between classrooms and common areas.

Masks **will be** required for students being transported by school buses. The buses will be sanitized after every trip. Parents will be provided with a form opting in or out of utilizing our transportation services this year. While we will

accommodate for social distancing on our school buses, we recommend that parents or guardians drop off and pick up students if at all possible to ensure safety.

We can all agree that none of these learning models are ideal. We cannot bring all students back for full in-person learning because of the current social distancing guidelines. The hybrid model creates childcare issues for working parents. Distance learning creates social-emotional deficits for students. Our goal is to bring all students back to school every day as soon as it is safe to do so, and we will continue to work to come up with a plan that will allow us to do that.

Finally, it is important to understand that at any point the district may need to move into a full distance learning model depending on cases of COVID-19 in our community and region. We will all need to be flexible and adjust the best we can as we navigate through the school year. The district will continue to communicate with parents and the community on a regular basis through the website, social media, letters, emails and phone calls.

Each school will be communicating specifics about your child's schedule in the coming weeks. Please do not hesitate to contact your child's principal or an administrator with questions or concerns. We will all get through the 2020-2021 school year together.

Sincerely,

Jeffrey A. Pirozzolo
Superintendent of Schools
Auburn Enlarged City School District

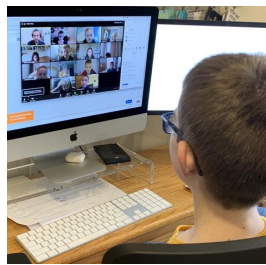


Reopening Principles and Process

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



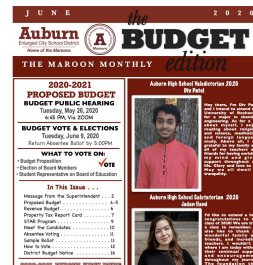
Equity



High Quality Instruction

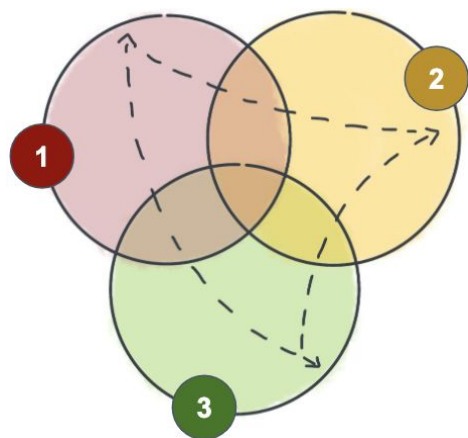


Accountability



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.

The reopening planning process occurs in three sprints.

SPRINT 1

July 20th - 24th

Determine reopening plan components; align to NYS mandatory assurances; kick-off planning process with module leads.

SPRINT 2

July 27th - 31st

Review and finalize modules; prepare the final reopening plan to publish; begin planning to share details with building principals.

SPRINT 3

August 3rd - 7th

Support building principals and district teams to implement reopening plan; monitor state and county updates to make a final reopening decision.

Stakeholder Engagement

567

Family Responses to the COVID-19 Survey

238

Instructional PD Support
Helpdesk Tickets Closed by
Tech Mentors

78,960

Meals Delivered By Bus

78

Remote Learning Training
Sessions Offered

377%

Increase in Active Unique
Google Classrooms

404,178

Meals Provided to
Families Since
School Closures

33

Instructional Technology PD
Sessions Offered

1005%

Increase in Teacher Posts to
Google Classroom

297

Educators Enrolled in
Instructional Technology PD

2950%

Increase in Student Posts to
Google Classroom



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.

- We will continue to engage stakeholders in the return planning process
- We will develop and implement a comprehensive communications plan
- We will ensure regular communication with families and the community in the language spoken at home
- We will educate and encourage stakeholders to adhere to CDC and NYS safety guidelines

Key District Actions	Key School Actions
• The superintendent will maintain regular contact with the local health department for input on ensuring the health and safety of students and staff whenever school is in session. • Develop a District Communications Plan that incorporates communication with stakeholders through the website, social media, emails and robocalls, newsletters, presentations, and local media. • The district will maintain a public website with up to date information on requirements and protocols. • The district will provide guidance to schools for posting safety protocols throughout the buildings. • The district will hang signs and provide verbal communication to students, staff, and visitors. • The district will provide translation of our messages in all necessary languages and with visual cues.	• School principals have been instructed to put specific plans together for their own buildings based on direction from the district. These plans will be communicated to their school communities once given approval by the Superintendent. • Schools will need to maintain and keep signage updated. Schools will be responsible for making sure all staff are trained and informed of any changes. • Schools will reiterate the guidelines distributed by the district and provide guided opportunities for practice for students. • Schools will post safety protocols with visual cues for students. • Schools will reinforce expectations with school communities by providing verbal and visual communication anytime anyone enters the building. • If any other translations are required, the school should notify the district office through the procedure for translating documents.

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](#).

Social distancing and health guidelines

- We will keep the health and safety of our students, staff, and families at the forefront of our decisions on whether learning happens in school or at home
- We will follow CDC guidelines to ensure the safety of students and staff
- We will communicate health and hygiene policies and procedures
- We will accommodate high-risk individuals and those living with high-risk individuals
- We will create a movement plan that reduces crowding at doors
- We will limit visitors to the building and coordinate with aftercare programs to ensure compliance with all health and safety regulations

Key District Actions	Key School Actions
• The district will remove unnecessary furniture and determine classroom furniture needs to maximize space availability (desks, tables, flexible seating, etc.) • The district will measure spaces to identify the number of people that can enter in order to adhere to social distancing guidelines. • The district will reduce density when students transition. • The district will reduce density at points of entry and add signage on entrances and walls, will consider adding longer transitions to accommodate new safety protocols and develop written protocols on sign in sign out, CDC guidelines and require health screening for visitors/contractors. • The district will limit access of community members to the office. No vendors will have access to the building during school hours, except for essential services. • The district will survey staff and families to identify individuals who are at high risk and develop accommodations on an individual basis.	• Schools will assign staff and students to classrooms and other instructional spaces adhering to social distancing guidelines. • Schools will limit in-person presence to only those staff who are necessary to be at the school during normal school hours. • Schools will mandate that students and staff wear face masks in common areas and when social distancing is not possible. Students will be able to remove masks when seated for instruction and meals while socially distancing. • Schools will ensure no parents will be allowed in the building to pick up children unless they go through our screening process. • All health and safety protocols must be followed for anyone who enters the building. • Schools will post protocol for appropriate hand and respiratory hygiene. • Schools will post protocol for appropriate social distancing requirements. • Schools will post directional arrows on floors and place furniture 6ft apart in all classrooms and offices.

• The district will develop written protocol to clean and disinfect schools following CDC guidance. • The district will develop written protocols if any district-operated before and aftercare programs are commenced. • The district has designated Eric Francisco, the Director of Facilities, as the district's COVID-19 safety coordinator.	• Schools will post and distribute protocol and signage for wearing a face covering when social distancing is not possible. • Schools will ensure classrooms and offices are equipped with masks, disinfecting wipes, hand sanitizer, signage for proper hygiene, tissues, gloves and open top trash bins.
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Illness procedures and training

- We will design protocols that prioritize the health and safety of our students, staff, and families
- We will implement uniform procedures to screen students and staff for symptoms
- We will require that symptomatic students or staff stay or be sent home
- We will work with the Cayuga County Department of Health to support their contact tracing procedures.
- We will implement sanitation procedures and collaborate with local health officials to possibly move to a remote learning format if a school-based individual tests positive for COVID-19

Key District Actions	Key School Actions
• The district will share the following policy on the website, through mailings, and on social media: Students cannot attend school if they have had a fever of greater than 100 degrees at any time in the past 14 days. That means your child may not attend school for at least 14 days from the date of the fever. If a child screens positive for COVID-19 symptoms 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. • The district will continue to utilize current policy for ill students and contact parents for pickup. • The district will ensure each building has an isolation room or area to separate anyone displaying symptoms of COVID-19. It is recommended that it be a private space that is not the health office. • In the event of a COVID positive individual being present, the district may choose to temporarily move classes to a remote/virtual format until all contacts can be identified, notified, tested, and cleared. • The district would in those circumstances close off the areas used by the person who has COVID-19, increase air circulation through the opening of windows, and clean and disinfect that area using appropriate PPE. • Any individual who screens positive for COVID-19 will immediately be isolated and sent home with instructions to contact their healthcare provider for assessment and testing.	• All school staff members will reinforce with students and families; do not come to school if you are feeling unwell or have a fever. • Each school has a nurse to evaluate any students and staff that may be ill or have symptoms. • Schools will ensure the isolation room will be a protected space used only for isolation and will need to be cleaned and disinfected after use.

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| <ul style="list-style-type: none">• The district will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff, and visitors.• The district will rely on the advice and support of the Cayuga County Department of Health for assistance in regard to testing protocols, testing responsibilities, contact tracing, and containment should a situation warrant their intervention.• The district would support the Cayuga County Department of Health in tracing all contacts of the individual in accordance with the protocols, training, and tools provided by the New York State Contact Tracing Program. We would, of course, cooperate with all state and local health department contact tracing, isolation, and quarantine efforts.• The district will follow protocol that complies with the DOH and CDC guidance for the return to school of students and staff following a positive screening for COVID-19 symptoms, diagnosis of COVID-19, or following quarantine due to contact with a confirmed case of COVID-19.• The district will coordinate the return of a student or staff member with the Cayuga County Health Department. | |
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Communications Plan

- We will engage with community stakeholders and experts to ensure our operations and decisions are keeping the health and safety of our students, staff, and families at the forefront
- We will use a variety of ways to stay in contact with student, families, and staff to ensure health and safety guidelines are widely known and understood

Key District Actions	Key School Actions
● The district will meet and communicate with local healthcare providers and the health department regularly for updated data and protocols. ● The district will include guidelines in the Back to School Maroon Monthly Newsletter. ● The district will send home flyers to families (in return to school packets) including visuals. ● The district will update the website and social media regularly with guidance. ● In addition to above the district will hold in-person meetings adhering to social distancing guidelines.	● Schools will include regular reminders of protocols and procedures in monthly communication to families. ● Schools will update their websites and social media regularly with guidance. ● Schools will keep updated guidance and procedures posted in an area visible to visitors. ● Schools will instruct staff to look for certain symptoms (p. 21 from NYS Guidelines) and report them to the school nurse. This will address this during the opening faculty meeting.

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.

- We will ensure that schools are in compliance with state and local regulations
- We will ensure that protocols for additional measures, such as dividers, are properly followed and documented
- We will ensure that each building provides an adequate number of drinking fountains
- We will ensure that proper ventilation is supported by reviewing and updating HVAC requirements

Key District Actions	Key School Actions
• The district will ensure that schools are in compliance with state and local regulations. • Ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water. • The district will review HVAC requirements and maximize filter efficiency per unit and provide demand control ventilation.	• Custodial staff will need to ensure hand sanitizer stations are refilled as needed. • Schools will communicate the location of new fountains and ask students to provide their own water bottle. • School will procure and provide cups for student use. • Schools will communicate water fountain expectations to students and staff. • Teachers will reinforce water fountain expectations as needed. • Schools will provide documentation as requested.



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.

- We will ensure all students have access to meals whether learning at school or remotely
- We will follow CDC guidelines to ensure the safety of students and staff
- We will remain in compliance with the requirements of the Child Nutrition Program
- We will communicate all necessary information to students, staff and families

Key District Actions	Key School Actions
• If remote, the district will provide grab and go breakfast and lunch meals at specific locations and communicate to families using SchoolMessenger, email, and the website. • The district will create delivery procedures for district staff to follow to maintain health and safety of district employees. • The district will comply with Child Nutrition Program Requirements. • All food service employees will be required to wear face coverings and follow any other CDC guidelines while preparing food, regardless of whether they are consumed at the school or at home. • All food service employees will receive training on proper safety guidelines. • The district will ensure students with food allergies are protected when having meals outside the cafeteria. • A list of all food allergies by classroom provided by the District to be followed in the assembly and distribution of meals. • The district will provide guidance for protocols and 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. • The district will provide guidance for cleaning and disinfecting in between student meals. • The district will communicate in writing, through robo calls, posting on our website and social media and emails and texts.	• 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. • In a hybrid model, schools will give students their breakfast and lunch grab and go meal before they leave for the next day when following an A/B schedule. • Schools will ensure meals will be provided in a socially distant setting because students will not need to wear a mask while eating meals. • Lunch monitors will be required to wear face coverings and follow any other CDC guidelines while monitoring meals. • School nurses 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. • Schools will not allow outside food or treats being brought in or shared between students outside of the same household. • Each teacher will instruct the students on proper hand washing protocols and procedures.

- Communications will be translated into all necessary languages for families.
- The district will measure all common areas for meals and mark out available seats adhering to 6 feet social distancing guidelines.
- Physical Barriers between food service workers and students will be in place where students would not be able to be 6 feet apart.
- Social distancing reminders will be in place where applicable.

- Signage will be used to reinforce proper hygiene protocol in the classrooms and cafeteria areas.
- Schools will ensure that the spaces students eat meals in are cleaned and disinfected before and after groups of students have those meals.
- Schools will communicate in writing, through robo calls, posting on our website and social media and emails and texts.
- Communications will be translated into all necessary languages for families.

Transportation



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.

- We will ensure that students, families, and school staff are informed of First Student policies regarding transportation
- We will support the creation of bus seating charts to ensure social distancing
- We will include frequent reminders of transportation policies regarding social distancing, masks, and hand sanitizer

Key District Actions	Key School Actions
• Review and confirm the First Student safety procedures. • Communicate the safety guidelines established by First Student with school staff. Includes the bus hand sanitizer policy, mask policy, and social distancing guidelines. • The district will ensure all busing staff are routinely updated on procedures monthly. • The district will ensure for in-person or hybrid scenarios, we will utilize the additional bus aide to distribute additional PPE, assist with students wearing masks, taking attendance, maintaining distance and mask wearing by students. • The district, in coordination with contractor First Student, will clarify guidelines around self-health assessment. • The district will provide masks for students to First Student. Masks will be distributed by First Student to bus drivers. Drivers will distribute masks to students who need them as they board the bus. • The district will ensure special needs students will not be denied transport. • The district will provide a list of names of students to bus driver staff. • District will share guidance for student PPE care and signs and symptoms of COVID 19 with Principals. • Include reminders for families on proper care of PPE and COVID 19 symptoms in district newsletter, on the district website, and in social media.	• Communicate the transportation safety guidelines from First Student with teachers, students, and families. • Teach and review all transportation safety guidelines with students. • Ensure that students to not have hand sanitizer when boarding the bus from school • Have masks available and ensure students have masks as they board the bus. • Ensure students are wearing a mask when leaving school to board the bus. • School staff will use verbal reminders for students and staff on the bus to wear a mask properly. • Document the students who are unable to wear a face covering due to medical needs so that this information can be conveyed to First Student transportation employees. • Principals will train teachers on district guidance for PPE and symptoms of COVID 19. • Teachers will teach transportation safety expectations to students in class. Principals will monitor and ensure that this is happening school-wide and with fidelity. • Schools will allow time for students to practice properly wearing face coverings. • Schools will review transportation safety protocols with students prior to dismissal. • The school will model with a sample seating chart for students showing no more than 1 student per seat or 2 students from the same family per seat using the back of each seat as

• The district will ensure a seating chart indicates no more than 1 student per seat or 2 students from the same family per seat using the back of each seat as a barrier and every child wearing a face covering. • Communicate social distancing guidelines for transportation (seating chart) with school staff, families and students.	a barrier and every child wearing a face covering. • Reinforce communication of social distancing guidelines for transportation (seating chart) with families and students.
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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.

- We will ensure our comprehensive school counseling plan works in an in-person or remote setting.
- We will provide resources to address and support the mental health of our students
- We will provide professional development to support the social emotional needs of our students
- We will work with students and staff to develop coping and resilience skills

Key District Actions	Key School Actions
• Maintain and update 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. • For students and families that require referrals for specific needs, we have developed deep partnerships with community agencies that provide mental health, behavioral, and emotional support services to our students. • 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. • District will coordinate and support student services educators to provide classroom guidance, individual counseling, group counseling, student support team referrals, community referrals, and/or developmental classroom support.	• Each school has a school counselor, social worker, and school psychologist assigned to fulfill the actions within the comprehensive school counseling plan. • If remote, student services educators will coordinate providing services to students virtually. • Assist teachers in creating classroom guidance lessons on how to help and interact with others at a safe distance. • Provide individual support to students who express fears, loss, anxiety and/or signs of depression. • Provide safe, social distancing for group counseling. • Observe and talk to students who may have signs of abuse or neglect.

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.

- We will provide all students with a schedule that ensures equal access to instruction, resources, materials, and support for in-person, remote, and hybrid models.
- We will prioritize student safety, equitable learning outcomes, and safe operations through appropriately selected schedules.

Key District Actions	Key School Actions
• The district will provide schools guidance on student schedules, components and minutes per content for a master schedule for in-person, remote, and hybrid learning.	• 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 schools: Teachers of art, music, physical education, etc. will rotate between cohorts to help limit the number of transitions. • Elementary schools: Lunch will be provided to students in their classrooms. • 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. • All Schools will develop a master schedule including all core components and meeting time requirements. • All Schools will work with teachers to ensure all necessary information is posted in Google Classroom regarding student schedules.

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.

- We will develop mechanisms to collect daily student attendance that work whether students are learning at school or at home
- We will address chronic absenteeism by bringing together stakeholders and resources to support students

Key District Actions	Key School Actions
• The district will establish protocols and procedures for taking daily attendance. • The district will establish protocols for monitoring student attendance and creating action plans to support students with attendance concerns. • All school’s will establish attendance teams to address chronic absenteeism and create action plans for students.	• Schools will ensure daily attendance is recorded in SchoolTool. • Elementary: Teachers will give a daily exit ticket and then manually record daily attendance. • Secondary: Teachers will hold asynchronous class everyday. 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.

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.

- We will continue to collect information on the level of access district employees and families have to devices and high-speed internet and address the needs of those who currently do not have sufficient access
- We will provide multiple ways for students to participate in learning activities for in-person, remote, or hybrid models that include asynchronous and synchronous opportunities and are not solely dependent on access to technology

Key District Actions	Key School Actions
• Maintain and update approximate percentage of devices and high-speed internet hotspots needed through staff and family survey sent in July 2020. • District is responsible to deploy, collect and analyze student/teacher results from the survey and coordinate with campuses to devise and communicate a device pick up procedure. • The District continues to build teacher capacity with the use of web-based tools to support in-person and virtual learning. • The District's Technology Mentors provide ongoing Instructional Technology Professional Development in the areas of GSuite, Lesson/Content Creation, Video Conferencing, etc. and will continue to provide ongoing professional development and support. • Curriculum will be primarily available through Google Classroom. Any student that does not have internet access can have curriculum downloaded to a district issued device. • Curriculum can be downloaded to a District issued device and presented to the student at home without the use of sufficient internet connectivity.	• 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 encourage and promote families to complete surveys. • Schools will use survey data to support individual families.



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.

- We will develop a continuity of learning plan that prepares for in-person, remote, and hybrid models of instruction aligned to the New York State Learning Standards
- We will develop a process that includes equitable access to materials and substantive interaction between teachers and students for in-person, remote, and hybrid models of instruction
- We will communicate clearly how students, families/caregivers can contact the school with questions about instruction and/or technology

Key District Actions	Key School Actions
• The district created a virtual assessment calendar to ensure collection of baseline student achievement data to support targeted instruction, progress monitoring and learning continuity during in-person, remote, and hybrid learning models. • The district will create guidelines and expectations for in-person instruction. Instruction includes whole group, small group teacher led, teacher-student conferencing, collaborative and independent practice. • District team will meet with the Teachers Union to coordinate guidelines and expectations for how teachers are engaging with students, work day, etc. • Create a sample schedule for teachers to support school leaders with communicating expectations. • The district will conduct a family survey and provide all students with technology and internet access as needed for hybrid learning. • The district will provide professional development for staff and families. • All students will be provided the necessary resources to access the curriculum. • Targeted small group, teacher led instruction and individual student conferencing will occur daily/ weekly. • Coordinated communication with the available tools (Mass Calling Systems, Email, Social Media, Website) utilized by the district	• The school will communicate and implement the virtual assessment calendar. • School leaders will hold teachers accountable for implementing the district approved curriculum and staying on pace with the scope and sequence. • The schools will create a system of accountability for teacher and student interactions. • Principals will monitor individual teacher schedules that will be posted weekly. • Principals will check-in with individual teachers during Friday Planning sessions + support district initiatives. • Schools will ensure distance learning includes direct teacher instruction, small group instruction and individual student contact and feedback. • Schools will ensure students are provided resources they need to access the curriculum. • Schools will remind staff to communicate with families through district approved communication tools during distance learning. • Schools will ensure teachers have office hours that include times families can reach out with questions or concerns. • The prekindergarten programs will review the district plan and establish procedures and protocols for distance learning aligned to the

to ensure the same message is being received by parents and school staff. Consider the superintendent as the hub of communication with building leaders as channels to disseminate information. • The district approved communication tools for distance learning will be listed on the district website. • The district will work with teachers to establish a set aside amount of time for office hours for families. • The district will oversee coordination of planning with CBO's and agencies and will share the district distance learning plan with them.	plan.
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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.

- We will include support for students during synchronous and asynchronous learning activities that align with Individual Education Plans (IEPs) and ensure access to the necessary accommodations, modifications, supplementary aids and services and technology.
- We will document the programs and services offered and provided to students with disabilities
- We will communicate with families clearly and responsively regarding the provision of services

Key District Actions	Key School Actions
• The district will provide alternative instructional space as needed to accommodate daily instruction for the 12:1:1, 12:1:4, 12:1:3:1 and 8:1:1 classrooms. • The district will provide appropriate staffing to ensure coverage for all groups of students. • The district will create a set of defined expectations for Special Education provider roles in virtual learning. • The district will revise department created, service tracking spreadsheets to share with teachers, providers and principals. • The district will monitor IEP's for program and service compliance. • The district will communicate the expectation that CSE meetings will occur within required timelines. • Students enrolled in 8:1:1 and 12:1:1 special class will attend four days out of week; not on A/B schedule. • The district will post community resources and supports available on their website. • The district will post the New York State Procedural Safeguards Notice: Rights for Parents of Children with Disabilities, Ages 3-21 on the district website, Special Education webpage. • District leaders will meet with outside program providers to communicate plans and expectations for services and programs. • The district will ensure an appropriate number of staff to provide necessary services.	• The buildings will develop a schedule that allows Special Education students to attend class with their General Education peers for Co-Teaching, Consultant Teacher and Resource Room services. • Elementary building leaders will schedule students in 8:1:1 and 12:1:1 daily. They will remain in their cohorts. • Secondary building leaders will develop a schedule that allows 8:1 and 12:1 Special Class students to attend their Special Class assignments daily with push-in to General Education classes on an individual basis. • Building leaders will work with the Director of Facilities and Special Education Directors to identify any necessary alternative classroom space in their building that is needed. • Building leaders, in collaboration with department leaders will reinforce the expectations of service providers during virtual learning. • CSE chairs and psychologists will schedule and hold CSE meetings within required timelines, in person or virtually. • Building leaders, in collaboration with Department leaders will communicate and monitor the completion of tracking spreadsheets, progress reports, and regular progress monitoring. • Building leaders will communicate to staff and families the availability of resources on the special education and student services pages of the district website.

• The district will develop a protocol for teletherapy to provide consistency of related services. • Ensure trained staff is available to provide testing accommodations.	• Building leaders will create a master schedule that includes the provision of special education and related services. • Building leaders, in collaboration with department leaders, will communicate the expectations that all accommodations, modifications, supplementary aids and services and assistive technology are provided as required by IEP's. • Building leaders will coordinate the staffing needs to provide testing accommodations as needed.
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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.

- We will meet all requirements for identifying students that qualify for ELL services and support
- We will align instructional Units of Study to most recent measured English language proficiency level
- We will consistently and responsively communicate with parents/guardians of ELLs about their children's education during the reopening process

Key District Actions	Key School Actions
• Identify students enrolled in AECSD that may be identified as ELL students. Ensure ENL teachers complete NYSITELL within identified time limits. • Provide guidance to schools for how to complete the NYSITELL screening process virtually. • Review ELL students' most recent proficiency levels and continue to meet mandated requirements. • Continue or increase support to families in their identified preferred language.	• 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. • 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.

- We will continue to evaluate teachers and principals using the state approved APPR plan.
- We will follow guidance from the state to help schools implement this plan based on whether students and staff are learning and working in school or remotely.

Key District Actions	Key School Actions
• District will follow the APPR plan approved by the New York State Education Department. • District will negotiate with the Teachers' Union and Administrator's Association to update the plan as agreed upon. • District will follow guidance from the New York State Education Department regarding implementation and based on any waivers allocated.	• 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.

- We will ensure that all teachers hold valid and appropriate certifications
- We will ensure that student and substitute teaching will follow distancing guidelines

Key District Actions	Key School Actions
• District will ensure all teachers hold appropriate certification for grade level and content areas. • Student and substitute teaching will occur following distancing guidelines set forth by the CDC, DOH, NYSED, and CCDOH. • Will advise schools regarding teachers that may be required to teach outside of their area of certification if allowed in guidance from New York State. • Student teaching will continue with virtual instruction.	• School Building Principals will follow guidelines provided by Human Resources. • School Building Principals will adjust teacher schedules to ensure coverage at all times. • School Building Principals will adjust teacher schedules to meet individual student needs.

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.

- We will follow CDC, state, and local guidelines by promoting social distancing
- We will increase the frequency with which facilities and equipment is sanitized
- We will make every attempt to offer these programs when we can ensure the health and safety of students, staff, and families

Key District Actions	Key School Actions
• Follow all CDC, state, and local guidelines related to being able to offer athletics to our students, social distancing and disinfecting areas and equipment used in athletics. • Develop plans to implement, to the greatest extent possible, athletic programs that will maximize student involvement.	• Plan for regular cleaning and disinfecting of all indoor and outdoor facilities and equipment between use by students. • Allow students to use personal water bottles and provide water bottles as needed. Guard against sharing water bottles. • Maintain proper spacing of at least 12 feet when students are working at maximum cardio-vascular capacity. Do this by scheduling these activities in auditoriums, outdoors, cafeterias, gyms or other large spaces. • For further considerations on interscholastic athletics and activities, consult the guidance provided by NYSPHSAA and NFHS. • Plan for offering extracurricular clubs virtually.

The mission of the Auburn Enlarged City School District is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners.

