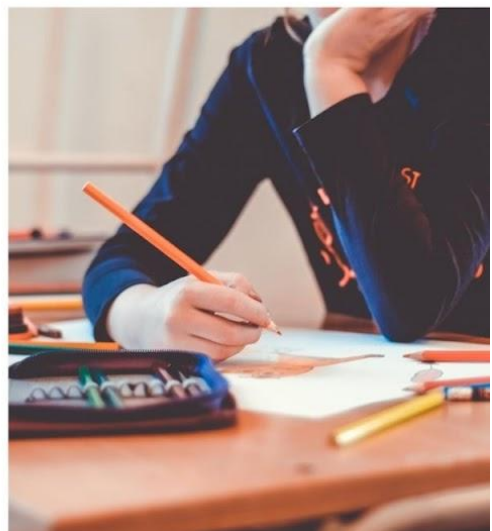
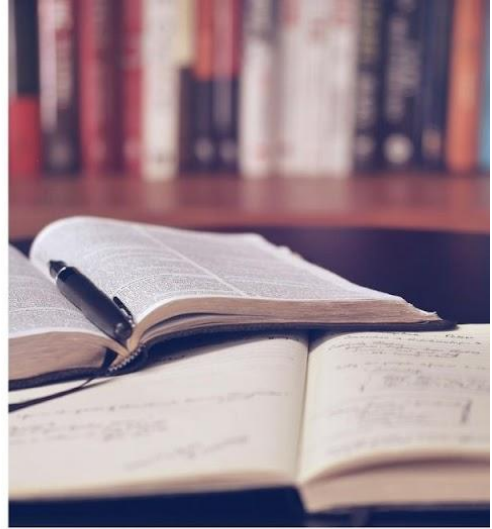


RHCSD

*Preparing for
the return of the
RAMS*

ROYALTON-HARTLAND CENTRAL SCHOOL DISTRICT
REOPENING PLAN
SUMMER 2020

WWW.ROYHART.ORG



Dear Community Members,

We, the members of the Royalton-Hartland Central School District Board of Education, are writing to you, the taxpayers, parents, students, and staff, to publicly voice our support for our District's COVID re-opening plan.

Our Superintendent, Principals, Directors of instruction and Facilities, Business Administrator, District Office, Teachers, and Staff have been tirelessly at work developing our COVID re-entry plan. Although the timelines provided by our State government have been short, our people have put together a sound, well-reasoned, and most of all safe plan to resume school in the Fall.

We thank you all for the input you've provided through online community surveys, our COVID re-opening workshop, phone calls and email. It is clear the majority of our parents and taxpayers want our children back in school. But more importantly, we all agree on the need to do this safely.

The Superintendent's Cabinet that includes the administration of the District believes that this is the best model for the safety and learning of our students, as well as the safety of our staff. Given that we must follow the parameters and guidelines from the CDC, State of New York, and local Health Departments - logistically, at this time we feel we cannot accommodate full schools while maintaining proper social distancing standards.

For our plan to succeed it will take full buy-in from all of our stakeholders. We ask that the community continue to observe guidelines for hygiene, mask wearing, and social distancing.

Our goal is to not only open schools, but for them to stay open. To do that we need the full support of everyone involved in this endeavor.

To the Royalton-Hartland Community, we thank you for your continued support.

Respectfully,

Royalton-Hartland Board of Education

Tom Brigham, Jr., President

Carol Blumrick, Vice President

Carrie Choate, Trustee

Sara Fry, Trustee

Chad Owen, Trustee

Jesse Snyder, Trustee

Jeff Waters, Trustee

Royalton-Hartland Community;

On March 16, 2020, Governor Andrew Cuomo issued the first of several Executive Orders that closed schools and created fundamental changes to how our schools operated. The closure forced our school community to shift to remote learning, partnering with families in a new way of learning. Our staff worked tirelessly to adjust to the “new normal” and maintain a continuity of learning. For some students, the new learning was welcomed, for others it was a struggle. On behalf of the entire School District and Board of Education, thank you for all your efforts during this transition.

As we look forward to the next school year, we must be mindful of the many uncertainties we will continue to face. The Board of Education and I are hopeful that this comprehensive reopening plan, which was informed by months of research, surveys, focus groups and guidance from the New York State Departments of Education and Health, will meet the needs of our community. Whether it be in-person instruction, remote learning or a blended learning, our schools will be ready to provide quality programs of study for our students.

The following plan addresses numerous issues including health and safety, transportation, facilities, nutrition, teaching and learning, digital equity and access, budget and fiscal, social-emotional needs, special education, bilingual education and the needs of multilingual learners and English Language Learners, and staffing and human resources. The coming school year will continue to challenge our school community. We must be prepared to adjust our plans in short order and be flexible as we address this significant health challenge.

I would like to thank the Board of Education, District administration, staff, and community members who have contributed to this plan. Their tireless efforts and support are greatly appreciated.

Sincerely,

Dr. Hank Stopinski

Dr. Hank Stopinski
Superintendent of Schools



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Executive Summary

At the Royalton-Hartland Central School District, our primary commitment is to the safety of our students and the families we serve. When the 2020-2021 school year begins, on-campus learning will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our three schools and is aligned with the regulations developed in collaboration with the New York State Department of Health and the New York State Education Department. This plan includes procedures that will be followed in: Royalton-Hartland Elementary School, Middle School and High School.

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

We may need to alternate between in-person and remote learning throughout the year due to guidance from our partnering agencies and stay-at-home orders from the Governor, the level of infection, spread of the virus, and the response to the disease in our community.

Tim Pietrowski and Donna VanSlyke, Chairpersons of our District Safety Committee, and Dr. Hank Stopinski, Superintendent of Schools will serve as the District's COVID-19 Co-Coordinator. They will be central contacts for stakeholders, families, staff, and other school community members and will ensure the District is in compliance and following the best practices per state and federal guidelines.

This implementation of the plan will be updated as necessary based on guidance from the CDC, NYSED, and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interest of our students, families, staff, and community.

Guiding Principles -- The development of this plan was guided by the following principles:

- Safeguarding the health and safety of students and staff;
- Providing the opportunity for all students to access education in the fall;
- Monitoring schools, students, staff, and schedules to appropriately contain COVID-19 spread;
- Emphasizing equity, access, and support to the students;
- Fostering strong two-way communication with families, educators, and staff;
- Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
- Considering and supporting diversity in our schools as we provide education.

Family and Community Engagement



The Royalton-Hartland Central School District believes that parent, family, and community involvement in education is imperative. The District understands that when schools, parents, families, and communities work together to support learning, students earn higher grades, attend school more regularly and experience higher levels of satisfaction within their school years. A key component of successful family and community engagement is a strong commitment to clear and open communication.

Community Engagement -- The Royalton-Hartland Central School District (RHCS D) is committed to communicating with and engaging our families and community in the reopening of our schools. The District engaged with school stakeholders and community members that included the Board of Education, administrators, faculty, staff, students, parents/legal guardians of students, the Niagara County Department of Health, WorkFit Medical LLC, unions, alumni, and community-based groups when developing our reopening plans.

A survey was issued to the District stakeholders in June to gather information regarding opinions, regarding reopening models, safety, priorities, and more. A summit of approximately 50 stakeholders was held on July 8, 2020 to present information and gather feedback in a “focus” group format. A parental survey was shared on July 16, to gather additional information important to the reopening plan. Meetings with the Orleans/Niagara Superintendents and BOCES Administration took place on a weekly basis; the RHCS D Board of Education has been briefed weekly; RHCS D Administration worked on nearly a daily basis during the month of July. Representatives from each of the stakeholder groups participated in the development of the plan -- see appendix RHCS D Community Stakeholder Input.

Communication Plan -- The District has developed a communication plan for students, parents or legal guardians of students, staff, and visitors that includes instructions, training, signage, and a consistent means to provide individuals with information.

- Based on focus group feedback, the District plans to use the District website, social media such as Twitter and Facebook, the District telephone “one-call” system, and traditional mailings;
- The website has a dedicated page to all correspondence regarding the Coronavirus pandemic;
- This portion of the webpage contains guidance documents released by the New York State and Niagara County Departments of Health, New York State Education Department, Governor’s Office, and the Center for Disease Controls; and

- A back-to-school newsletter will be sent prior to the start of school and additional information shared throughout the school year.

Safety Training -- The District will ensure all students and staff are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to: hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

- This training will take place as part of the District opening for staff, informational sessions with parents and face to face instruction with students on the first day of school; and
- An online training tool developed in partnership with the Utica Insurance Company will be used to train each member of the school staff.

PPE -- The District will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when social distancing cannot be maintained.

- Guidelines and materials developed by the Association of Educational Safety and Health Professionals will be utilized to support the communication effort.

Communication Options -- The District will provide communications in the language(s) spoken at home among families and throughout the school community. Additionally, personal contacts will be made with non-English speaking families upon request.

- Written plans will be accessible to those with visual and/or hearing impairments upon request.

Contact Persons -- The school nurse and building administrator will serve as the main contact persons upon the identification of positive COVID-19 cases and subsequent communication.

Health and Safety



The Royalton Hartland Central School District (RHCS) maintains that the safety of its students and staff as District Priority #1. Children and staff cannot focus on learning and teaching when their classrooms are unhealthy or unsafe. Studies show that students perform best academically when their core need for safety is met. A healthy work environment is an essential component to any employee. The RHCS health and safety program is a key component of our daily operations. Whether it be in-person instruction, remote learning or a blended learning situation, our schools will be ready to provide a healthy and safe environment.

The RHCS reopening plan has considered the number of students and staff allowed to return in person based on several factors that include the Districts (buildings) ability to maintain appropriate social distancing or face coverings, PPE and face covering availability, ability to safely transport our children and other public health concerns.

Community Engagement -- As noted in the Family and Community Engagement section of the RHCS reopening plan, the District has engaged with school stakeholders and community members in developing the reopening plan. A list of those who have participated in the process is found in the appendix. In addition, the Family and Community Engagement section includes a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

Director of Health Collaboration -- The RHCS reopening plan has a written protocol developed in collaboration with the school's Director of School Health Services contracted with WorkFit Medical LLC. (WorkFit) to instruct staff to observe for signs of illness in students and staff, and requires symptomatic persons to be sent to the school nurse or other designated personnel. WorkFit has also provided written protocols for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaires to assess COVID-19 symptoms -- see appendix.

The local school districts have a longstanding partnership with Niagara County Department of Health. Niagara County has four (4) hospitals in the jurisdiction: Kaleida DeGraff Memorial Hospital, Niagara Falls Memorial Medical Center, Mount Saint Mary's Hospital and Eastern Niagara Hospital - Lockport. Local hospital capacity may be found at: https://profiles.health.ny.gov/hospital/bed_type/Total+Beds. Regarding medical surge bed availability, the local school districts may work with the Niagara County Department of Health and local hospital partners for situational awareness as needed.

Health and Safety Protocols -- During the summer of 2020, the Association of Educational Health & Safety Professionals (AESHP) provided “Practical Guidance for Schools Re-emerging from a Pandemic.” The RHCSd has adopted many of the items and has incorporated them into the District Safety plan along with the District medical director recommendations noted above. Our District Safety Plan and addendum modeled after the AESHP includes, but is not limited to written protocols that require:

- All families will be required to submit a temperature check and COVID survey each day to their school nurse via an online survey or a paper copy. The school nurse will monitor the surveys and follow up with students and families as needed;
- All staff will be required to submit a temperature check and COVID survey each day, prior to their arrival, to the school nurse via an online survey or paper copy. School nurses will monitor the surveys and follow up with staff and the building administrator as needed;
- Any ill students and staff will be assessed by the school nurse at each building, and if a school nurse is not available, ill students and staff will be sent home for follow up with a healthcare provider;
- Students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire, will be sent directly to a dedicated isolation area as designated in each building where students are supervised prior to being picked up or otherwise sent home;
- Visitors, guests, contractors, and vendors to the school to fill out a health screening -- see appendix;
- Instruction to parents/guardians to observe for signs of illness in their child that require staying home from school -- see appendix Workfit Medical LLC COVID-19 protocols;
- Appropriate signage to instruct staff and students in correct hand and respiratory hygiene;
- All persons in school buildings keep social distance of at least six (6) feet whenever practical;
- The District will provide reasonable accommodations to all students and staff who are at high risk or live with a person at high risk;
- All employees, adult visitors, and students will wear a cloth face covering whenever social distancing cannot be maintained. Each person must be in possession of a mask at all times;
- A plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals is in place;

- The District to follow all CDC and Niagara County Department of Health guidelines and procedures if there is a confirmed case of COVID-19 in the school;
- The District to comply with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed cases of COVID-19, or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department;
- To clean and disinfect schools following CDC guidance;
- To conduct required school safety drills with modifications ensuring social distancing between persons;
- District/school run before and aftercare programs. The YMCA before and after school programs will be submitting their reopening plan under separate cover;
- Designates a COVID-19 safety coordinator (administrator) 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. This responsibility will be shared by the chairpersons of the District Safety Committee and BOCES Risk Management Specialists assigned to the District;
- All COVID-19 testing and contact tracing for students will take place through the Niagara County Department of Health. Staff who reside outside the District will be supported through their county health departments; and
- School closure will take place in consultation with the Niagara County Department of Health following the established guidance.

Facilities



It is vitally important that the physical spaces that students and staff occupy are configured and maintained in a way that provides the healthiest and safest environment. The Royalton-Hartland Central School District (RHCS D) will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19.

Emergency Drills -- The RHCS D will conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and Fire Code and will be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills will be implemented with appropriate training to take place with staff and students. These changes will be included as an addendum to the District Emergency Safety plans.

Facilities Protocols -- During the summer of 2020, the Association of Educational Health & Safety Professionals (AESHP) provided “Practical Guidance for Schools Re-emerging from a Pandemic.” The RHCS D has adopted many of the items and has incorporated them into the District Facilities and Safety Plans. Our District Safety Plan and addendum modeled after the AESHP includes, but is not limited to written protocols that require:

- **Fire Code Changes** -- includes changes or additions to facilities that will comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to the Office of Fire Prevention and Control (OFP);
- **Building Conditions** -- are in compliance with the 2015 Building Condition Survey and 2020 Visual Inspection, where applicable;
- **Lead-In-Water Testing** -- provides provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4. Testing will be conducted during the school year once in full operation;
- **Alcohol-based Hand-Rub Dispensers** -- all existing and new alcohol-based hand-rub dispensers which are installed in all locations are in accordance with FCNYS 2020 Section 5705.5. Dispensers and related supply orders are in place for the entire school year;

- **Dividers** -- the District may include the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation, and in the event needed, will ensure the submission of detailed floor plans to OFP for review;
- **Building Construction** -- all new building construction and temporary quarter projects will be submitted to OFP for a full code review. All current building construction taking place or planned is in compliance with the OFP requirements;
- **Leasing Facilities** -- It is not anticipated that the RHCS D will be leasing any additional space during the school year;
- **Temporary Tents** -- the District may include the temporary or permanent use of tents and in the event they are used, will provide plans adhering to the Building Code for New York State (BCNYS);
- **Toilet/Sink Facilities** -- existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS. A maintenance plan is in place to regulate water flow as per DOH recommendations;
- **Drinking Fountains** -- each building provides one drinking fountain per one hundred occupants. In addition, the District will be adding additional “water bottle filling stations” in each of its buildings;
- **Ventilation** -- written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed. The District ventilation systems meet or exceed the recommended standards of New York State;
- **Project Submissions** -- all project submissions only dedicated to “COVID-19 Reopening” will be labeled as such. It is not anticipated that the District will be submitting any additional project submissions specifically due to “COVID-19;” and
- **Plastic Separators** -- the District may include the installation of plastic separators in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation, and in the event needed, will ensure the use of plastic separators must comply with the 2020 BCNYS Section 2606.

Use of Facilities Outside of School Hours -- The RHCS D reopening plan restricts the use of facilities to outside groups. As of this publication, until further notice and based on the guidance from the New York State Department of Health, the use of District facilities and grounds will be prohibited during the first semester of the school year. The daily sanitizing needs of the school day is the priority of the District and added cleaning will place a high demand on the cleaning staff.

Child Nutrition

The Royalton Hartland Central School District (RHCS D) prides itself on offering nutritious meals to our children. Children cannot focus on learning when they are hungry and studies show that students perform best academically when they are well nourished. The RHCS D Breakfast and Lunch Program is a key component of our daily operations. Whether it be in-person instruction, remote learning or a blended learning situation, our schools will be ready to provide a quality meal for our students.

Child Nutrition Enrollment -- The RHCS D is committed to providing all students enrolled with access to school meals each school day. Whether students are in attendance at school or students learning remotely, our food service staff will be ready to provide both breakfast and lunch to all of our students daily.

Health and Safety Guidelines -- The RHCS D adheres to all applicable health and safety guidelines as outlined by the Niagara County Department of Health, the New York State Department of Child Nutrition, and all Federal Guidelines for the Department of Agriculture's School Lunch Program. All staff involved in preparation, set up, service, and clean up, work together to ensure that all meals served are safe to eat and that appropriate food safety measures are followed. Staff will follow all proper hand washing procedures, use disposable gloves and will be instructed to not come to work sick. All staff will practice six (6) feet of social distancing during the workday, and will utilize face coverings when social distancing is not practicable.

Food Allergies and Meal Service -- The RHCS D Reopening Plan includes measures to protect students with food allergies when providing meals in spaces outside the cafeteria. These spaces may include classrooms, auditoriums, gymnasiums, or outdoors to allow for distancing of students and maintaining cohort populations in one location. Meal services will be completed as follows for the different scenarios:

In Person and Blended Service -- Students on site will eat socially distanced in the Cafe/or accommodating spaces to allow social distancing.

- Students will have social distance (six feet separation) while consuming meals in school unless a physical barrier is provided. Removing chairs and tables or marking cafeteria seats and benches in a distanced or alternating arrangement so that students cannot sit directly across from each other will naturally create distance in the dining area;
- Hand sanitizer will be provided near the entrance to the school cafeteria or multi-purpose room dining areas. Everyone who enters the dining area will be required to wash hands and/or apply hand sanitizer before entering the serving line or eating;
- Cafeteria entrance and exit doors will remain open to reduce students and staff repeatedly touching the same door knobs and/or handles. We will implement a "One Way In/ One Way Out" procedure. Where lines are necessary they will flow in a single direction and floor markings or signage will be considered to encourage proper distancing;
- Every precaution will be taken to ensure the health and safety of individuals with food allergies, while the cafe staff will be able to make sure a student is not getting any foods they are allergic to

by coming through the line and using the register/computer, the safety in the classroom will be under the guidance of the class monitor who will be trained in food allergen safety and prevention of cross contact with potential allergens;

- Procedures such as proper hand washing with soap and water after food allergen contact, proper cleaning and disinfection of surfaces after food allergen contact, along with a very strict policy regarding "No Food Sharing" will be implemented for classroom or any space used in addition to the cafe;
- Food service staff will clean and disinfect frequently touched surfaces, such as the serving line, between every class or group entering, using a properly mixed germicidal/disinfectant cleaner, such as our Quat 146 sanitizer;
- For all students distance learning remotely, meals will be available to be picked up. We will establish pick up sites and times to best suit our students who will be remotely learning from home on certain days. As we already proved successful in serving emergency meals by pick up, RHCSd is confident our community is comfortable in knowing what to do and how to receive both breakfast and lunch meals if students are distance learning on any day; and
- The food service staff will ensure to provide allergen free meals available for pick up at the request of the student/parent. We will follow all Child Nutrition guidelines for reimbursable meals and every student in the District will be able to receive breakfast and lunch daily.

Distance Learning Remotely -- We have already proven successful in our ability to provide meals to students at home. We served emergency meals for 3 ½ months and our community is well versed in the process. We will establish pick up sites and times to best suit our students who will be remotely learning from home. We will provide allergen free meals to be available for any student at any pick up site location. We will follow all Child Nutrition guidelines for reimbursable meals and every student in the District will be able to receive breakfast and lunch daily.

Hygiene -- The RHCSd reopening plan includes 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. We will also adhere to a very strict policy regarding "No Food Sharing" to be implemented in the classroom or any space used in addition to the cafe.

Handwashing -- Handwashing will take place immediately prior to meal service or cafeteria pick up. All students and monitors must properly wash hands before food is served. Hand sanitizers may be used, BUT should never totally replace proper handwashing. Handwashing should include the following -

- Wet hands and apply a single pump of hand soap;
- Wash normally for at least 20 seconds;
- Rinse hands with clear water and dry with clean paper towels; and
- Use a paper towel to turn off the water to avoid cross contact.

Cleaning and Disinfection -- The RHCSd Reopening Plan includes protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals in the same common area. RHCSd will have cleaning and/or disinfecting solutions stored in the properly labeled

spray bottles per OSHA standards and appropriate SDS (Safety Data Sheet) must be readily available in case of accidental exposure or emergency. Food service staff will clean and disinfect frequently touched surfaces, such as the serving line, between every class or group entering, using a properly mixed germicidal/disinfectant cleaner, such as our Quat 146 sanitizer.

➤ Before Meal Consumption

- Areas where meals are to be eaten will be cleared and clean;
- If the area was used for a community activity or was shared by more than one student prior, staff will apply a light amount of disinfectant and wipe down the area; and
- Hands will be washed prior to going to the cafeteria to pick up meals, or hand sanitizer used at the entrance to the cafe.

➤ During Meal Consumption

- The staff will be prepared for spills of both food and drink and have materials ready for cleanup;
- Spraying a cleaning solution on any dining surface while there is food present is prohibited by best practices and the local health department; and
- Spills and/or debris should be removed and if needed and the spill surface cleaned with a pre-saturated towel and the towel disposed of after use. This can be something like a wet paper towel, disinfecting is not necessary at this point.

➤ After Meal Consumption

- A desk or table will be prepared for cleaning by removing debris and spills;
- Spray desk or table with a District approved cleaner and/or disinfectant;
- Wipe the surface with a clean wiping cloth or paper towel; and
- If using a wiping cloth - rinse cloth in a bucket of clean water as it becomes soiled and before proceeding to the next table or desk. Repeat the process as needed. If using paper towels, discard paper towels as they become soiled.

Child Nutrition Program Compliance -- The RHCS D Reopening Plan is in full compliance with Child Nutrition Program requirements. Food service is in full compliance with Child Nutrition Program requirements for every reimbursable breakfast and lunch meal served. Our meals stay within grade guidelines, caloric intake per meal, cover the five vegetable groups, served with 8 oz of 1% or fat free milk (varieties offered), and also meet the grain and meat/meat alternate weekly thresholds.

Parental/Guardian Communications -- The RHCS D Reopening Plan includes protocols that describe communication with families through multiple means in the languages spoken by families. The Food Service Department has new signage in different languages and uses pictures to cross language barriers for students, and has communication to families available in several different languages.

Social Distancing -- The RHCS D Reopening Plan requires that students must have social distance (six feet separation) while consuming meals in school unless a physical barrier is provided. Removing chairs and tables or marking cafeteria seats and benches in a distanced or alternating arrangement so that students cannot sit directly across from each other will naturally create distance in the dining area. Social distancing for food service is meant to prevent the spread of communicable disease, such as COVID-19 during the process for meal consumption. This procedure is meant to keep District staff and students safe in cafeterias, dining areas and other settings, like classrooms, where meals may be served during school.

Transportation

The Royalton Hartland Central School District (RHCS D) prides itself on offering transportation to all students. Children are transported in a safe manner in full compliance with the laws and regulations that govern student transportation. The RHCS D transportation service is a key component of our daily operations. Whether it be in-person instruction, remote learning, a blended learning situation or transporting our students athletes and extracurricular activities, our schools will be ready to provide a safe and efficient transportation of our students.

Students Riding the Bus -- The RHCS D requires that students must wear a mask on a school bus if they are physically able. The District plan ensures that students who do not have a mask will not be denied transportation and will be provided one by the District. The District reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

- Students will be trained and provided periodic reminders on the proper use of social distancing, personal protective equipment and the signs and symptoms of COVID-19.

Specific Protocols include:

- Seats should be pre-assigned by the driver to ensure proper seating arrangements;
- Siblings or children who reside in the same household will be seated together when practicable;
- Students will be loaded back to front and unloaded front to back to prevent the need for students to walk past each other;
- Signage will be placed on each bus reminding students about proper social distancing and the use of PPE;
- A student without a mask will be provided a mask by the driver/monitor/attendant. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. In such a situation, the seating will have to be rearranged so the student without a mask is socially distanced from other students;
- Students who are transported in a mobility device should use seating positions that provide the required social distancing or have NYS-approved sneeze guards installed;
- Students will be reminded of the bus rules, such as to not eat or drink on the school bus, which would require them to remove their mask;
- When students embark and disembark the bus, they will follow social distancing protocols. This will increase the time required to load and unload buses at stops; and
- Time spent parked with students on the bus waiting to disembark will be kept to a minimum.

Protocols Once Students Disembark from Transportation -- When students embark and disembark the bus, they will follow social distancing protocols. This requirement will increase the time required to load and unload buses at schools in the morning and afternoon. Staggered arrival and departure times may be implemented to ensure social distancing. Each building in the District may reconfigure the loading and

unloading locations for students who are transported by bus, car, or are pedestrians. Hand sanitizer is not permitted on school buses, and will be made available when students enter the building or classroom.

- **Royalton-Hartland High School** -- Students will unload the bus from front to back. Students will be required to wear masks as they enter the building and report to their respective classes;
- **Royalton-Hartland Middle School** -- Students will unload the bus from front to back. If adequate supervision is available, students will enter the back entrances of the building to access each wing (thus reducing the amount of students in the main hallway of the building). Students will be required to wear masks as they enter the building and report to their respective classes; and
- **Royalton-Hartland Elementary School** -- Students will unload the bus from front to back. Students will be required to wear masks as they enter the building and report to their respective classes.

Nonpublic, Parochial, Private, Charter Schools, and Out of District Individualized Education Programs --The RHCS D ensures that if the District is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Programs have placed them out of District whose schools are meeting in conducting in-person session education when/if the District is not.

Bus Drivers, Monitors, Attendants, Mechanics and Cleaners -- The RHCS D ensures that school bus drivers, monitors, attendants, mechanics, and cleaners will not carry personal bottles of hand sanitizer with them on school buses, must wear a face covering along with optional face shield, will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19, and will be trained and provided periodic refreshers on the proper use of social distancing. In addition, bus drivers, monitors, attendants, mechanics, and cleaners who must have direct physical contact with a child must wear gloves. All transportation personnel shall perform a self-health assessment for symptoms of COVID-19 before arriving to work.

- Busing employees will be provided information on the signs and symptoms of COVID-19 and how the infection spreads;
- Employees will be trained in self-health screening and be required to self screen before reporting for work;
- Employees who are sick, symptomatic or potentially exposed to COVID-19 will self isolate for an appropriate period of time; and
- Drivers and monitors will be issued reusable and disposable masks to be worn at all times while transporting students and performing the child check to ensure that all children have safely disembarked the vehicle upon completion of each run.

Daily Cleaning and Disinfecting of Buses -- The RHCS D ensures all buses will be cleaned/disinfected no less than once a day.

- All vehicles will be cleaned and maintained in accordance with applicable federal, state, and local guidelines;
- Employees will clean the driver compartment and high touch points using EPA approved cleaning materials;
- Each bus will be cleaned regularly with EPA approved cleaning materials according to CDC guidelines; and
- In the event of a bus swap, employees must clean the driver compartment and all high touch surfaces.

Disinfecting High Contact Areas on Buses -- The RHCSO ensures that high contact areas will be wiped down after each morning and afternoon run as per the District disinfection/cleaning schedule.

- Employees will use EPA approved disinfecting wipes and or spray to wipe down high touch areas such as handrails, seat tops and seats after the am and pm run depending on the disinfecting/cleaning schedule.

Hand Sanitizer -- The RHCSO ensures that school buses shall not be equipped with hand sanitizer due to its combustible composition. Families are prohibited from having students transport hand sanitizer to and from school on the bus.

- Due to its combustible composition, school buses will not be equipped with hand sanitizer;
- Drivers and monitors will not carry hand sanitizer on the bus with them; and
- Students will not transport hand sanitizer on the bus.

Transportation Employee Personal Protective Equipment -- The RHCSO requires that transportation departments/carriers will provide Personal Protective Equipment such as masks and gloves for drivers, monitors, and attendants in buses. Hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

- Drivers and monitors will be issued reusable and disposable masks;
- Optional face shields will be available to drivers and monitors when student management necessitates their use;
- Gloves will be available to drivers and monitor for use when direct contact with a student is necessary, or when cleaning / disinfecting, or when handling keys and paperwork;
- Training will be provided to all employees on the proper use of PPE, ie., how to properly put on, wear, and take care of all PPE;
- Training will be provided to all employees on the proper use of social distancing;
- Periodic refreshers/reminders will be provided on the proper use of PPE and social distancing; and
- Hand sanitizer will be available for employee use at the bus garage before and after their scheduled runs.

Social-Emotional Learning

The Royalton-Hartland Central School District (RHCS D) prioritizes the social-emotional well being of our students and staff. The District recognizes that in order for students to excel academically, we must create the mental, social, and emotional space for academic learning to occur. As a District, we will work to create a welcoming and caring school environment that ensures that our students and staff are met with compassion and provided the support they need to achieve and thrive.

Counseling Program/Plan -- The RHCS D ensures that District-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

Advisory Council -- The RHCS D reopening planning process included the feedback from stakeholders comprised of families, students, members of the board of education, school building and/or District leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan. Moving forward, the Superintendent intends to gather feedback on the implementation from several advisories made up of existing District committees and community groups such as the District including but not limited to: academic, safety, technology, wellness, audit and facilities committees, the District professional council of teachers and administrators, PTSA, Music Parents, Booster Club, and Agricultural Advisory Committee.

Mental Health Referrals -- The RHCS D will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Professional Learning Opportunities -- The RHCS D understands the importance of professional development 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 support for developing coping and resilience skills for students, faculty, and staff.

Social-Emotional Learning -- RHCS D is committed to creating emotionally and physically safe, supportive, and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, school based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors and school-based health programs will be invaluable supports to our students.

Transitions -- Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased-in approach to in-person instruction. The District will support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take

many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

The following considerations guided our building level planning in support of students and families:

- Mixed emotions, including relief after quarantine;
- Fear and worry about personal health and the health of loved ones;
- Stress from the experience of monitoring personal health or being monitored by others for signs and symptoms of COVID-19;
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious;
- Guilt about not being able to perform normal work or parenting duties during quarantine; and
- Other emotional or mental health changes.

Addressing Social-Emotional Health. The District plans to support the social-emotional health of its students, staff and families by:

- Sustaining a culture that supports and emphasizes mental health services available for faculty, staff, students, and families;
- Exploring the use of Restorative Practices (use of healing/restorative circles for both staff and students); and
- Assisting in adequate training for staff/faculty as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
 - The warning signs for quarantine related mental health needs; and
 - How to access crisis support and other mental health services.

Mental Health Professionals. The District counselors and mental health professionals (as well as consultants) will:

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance;
- Promote social emotional learning competency and build resilience;
- Help ensure a positive, safe school environment;
- Teach and reinforce positive behaviors and decision-making;
- Encourage good physical health; and
- Help ensure access to and facilitate the expansion of school-based mental health supports

Student Schedules

The Royalton-Hartland Central School District (RHCS D) understands that students benefit from a consistent and predictable learning environment. The predictable school schedule allows students to be more productive and increases opportunity for learning and will be communicated to students, families and staff. During the 2020-21 school year, conditions related to transmission of the COVID-19 virus either within a school, District or the community at large may change a student's schedule.

School Hours -- Each building will adhere to the following school hours (may be subject to change):

- **Royalton-Hartland High School:** 7:30 a.m. - 2:28 p.m.
- **Royalton-Hartland Middle School:** 7:30 a.m. - 2:28 p.m.
- **Royalton-Hartland Elementary School:** 9:00 a.m.- 3:20 p.m.

School Schedules -- The RHCS D school schedule planned for implementation at the beginning of the 2020-21 school year is as follows:

- **Royalton-Hartland High School:** a traditional nine period bell schedule will be followed. This schedule will be maintained during the in-person model or blended model. Students will be responsible for the content from scheduled classes during remote learning days (on a modified schedule);
- **Royalton-Hartland Middle School:** a traditional nine period bell schedule will be followed. This schedule will be maintained during the in-person model or blended model. Students will be responsible for the content from scheduled classes during remote learning days (on a modified schedule);
- **Royalton-Hartland Elementary School: For the In-Person & Blended Model,** a traditional schedule for core subjects will be followed. This schedule will be maintained during the in-person model and blended model; and
- **Royalton-Hartland Elementary School: Remote Model** will focus on reading, writing and math for distance learning. Based on grade level, Google Classroom and/or Class Dojo will be used to provide remote learning.

Remote Model (All schools): Students will be responsible for their scheduled classes (including core and elective subjects). A schedule for online learning will be created at each building level. It is expected that students log into their learning platforms each day and complete their assignments. Building level assignment schedules may be utilized (work assigned on Wednesday, due on the following Wednesday) and schedules will also be created for synchronous and asynchronous lessons.

Cohorts -- Each school building has determined the extent they can create small “schools within schools” by identifying cohorts of students and scheduling courses and/or rooms to minimize traffic and congestion in the school.

- **Royalton-Hartland High School:** students will follow their schedule based on their program of study. Programs of study are not grade specific and often cross grade levels based on a student’s interest, academic path and elective program of study. Therefore, the use of cohorts is not applicable;
- **Royalton-Hartland Middle School:** students will remain with their cohorts for the duration of the school day to the maximum extent possible. Student transitions will be limited and/or greatly reduced; and
- **Royalton-Hartland Elementary School:** students will remain with their cohorts for the duration of the school day to the maximum extent possible. Student transitions will be limited and/or greatly reduced.

Arrival/Departure Guidelines -- Each building in the RHCSD will identify a plan to maximize use of multiple entry locations to minimize student congregation.

- **Royalton-Hartland High/Middle School:**
 - Due to social distancing concerns, the building will not open until 7:30 a.m. (subject to change based on school start time). Parents should not drop off their children before 7:30 a.m.;
 - The school day ends at 2:28 p.m. Weather permitting, students should wait for parents outside while adhering to social distancing guidelines;
 - Upon entering the school building, students will be required to move directly to classroom locations;
 - Multiple student arrival/dismissal locations will be established to minimize potential congregation of students and move students outside as quickly as possible;
 - Students will wear masks throughout the dismissal process as well on buses;
 - Students riding the bus will be dismissed and directed to move immediately to their buses. Student dismissal/departure will be done in groupings representing approximately one-quarter of the student population at any one time to minimize student mixing and contact; and
 - Due to transportation limitations, the District will not accept daily or periodic bus requests for alternative drop-offs. Parents must make arrangements for their child’s transportation if they are not riding their assigned bus or picking up their child.

➤ **Royalton-Hartland Elementary School:**

- Due to social distancing concerns the building will not open until 9:00 a.m. (subject to change based on school start time). Parents should not drop off their children before 8:55 a.m.;
- The school day ends at 3:20 p.m. Students shall wait for parents in the auditorium while adhering to social distancing guidelines;
- Upon entering the school building, students will be required to move directly to classroom locations;
- Multiple student arrival/dismissal locations should be established to minimize potential congregation of students and move students outside as quickly as possible;
- Students will wear masks throughout the dismissal process as well on buses;
- Students riding the bus will be dismissed and directed to move immediately to their buses. Student dismissal/ departure should be done to minimize student mixing and contact; and
- Due to transportation limitations, the District will not accept daily or periodic bus requests for alternative drop-offs. Parents must make arrangements for their child's transportation if they are not riding their assigned bus or picking up their child.

Locker Usage -- will be dependent upon several variables in the model.

- **Royalton-Hartland High School:** Students will have assigned lockers with unassigned lockers between students to allow for social distancing practices, but are encouraged to minimize use and carry backpacks throughout the day. Electronic textbooks will be utilized to the maximum extent practicable;
- **Royalton-Hartland Middle School:** Students will not utilize lockers. Students will carry all other materials in backpacks for transport. During the day, student materials (such as coats) can be kept in their assigned cohort classroom. Electronic textbooks will be utilized to the maximum extent practicable; and
- **Royalton-Hartland Elementary School:** Students will carry all materials in backpacks for transport. During the day, student materials (such as coats) can be kept in their assigned cohort classroom. Electronic textbooks will be utilized to the maximum extent possible.

Bathroom Access -- The RHCS D ensures the health and safety of restroom use.

- Lavatory usage will be reduced both in quantity and by capacity;
- Usage will be regulated to a cap of 50% capacity at any one time and to minimize/ eliminate student congregation in hallways;
- Each school building will establish protocols to determine which lavatories will be available to students, how they will be available to students maximizing usage to no more than 50% capacity;
- Ways to maximize social distancing in multi-stall shared bathrooms, hand-washing and daily bathroom protocols will be reviewed with students and implemented by teachers; and
- Bathrooms will be cleaned and sanitized on a regular basis.

Budget/Fiscal Matters

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

School Fiscal Preparedness -- Royalton-Hartland CSD understands that there could potentially be significant impact to the financial condition of the District if there is a drastic reduction in state aid which is a direct result of the economic impact of COVID-19. The District has a long range financial plan and reserve plan that outlines the District's reserves and fund balances, their statutory use, and their funding level. The District will modify both plans to ensure financial solvency in the event of significant reduction in revenue.

State Aid -- The District recognizes the impact of the 2020-21 enacted budget and the Cares Act funding that was utilized to offset the reduction in foundation aid. The District understands that further State Aid reductions are possible and plans to utilize available reserves within their defined use as well as appropriating undesignated fund balance to accommodate any significant reduction in state aid. The District is heavily dependent on state aid (approximately 50%) as a primary revenue source. Any decrease in the amount of State Aid has a significant impact on the District's budgetary equity.

180 Day Requirement -- The District recognizes the minimum requirement for instructional days, and will report instructional days accordingly for the purposes of state aid.

Low Attendance -- The District recognizes the impact of low average daily attendance and understands that these figures may be excluded by the commissioner from aid formulas.

Flexibility in Non-NYSED-Governed Activities -- The District recognizes that NYSED has made recommendations to other state policy stakeholders in the following areas a) Reserve funds, b) Greater flexibility of use, c) Transportation, d) Contract flexibility, e) Personal protective equipment, and f) Greater opportunities for shared services and procurement

Flexibility for Budget Transfers -- The District recognizes that there could be the potential for a number of unbudgeted or unanticipated costs associated with ensuring the health and safety of our students and staff. The ability to transfer funds into equipment appropriation codes will allow the District to purchase equipment as needed or required.

Tax Collection -- The District recognizes the inherent challenges with collecting taxes in-person and will work to develop a plan that provides the District staff and the community the opportunity to remain safe and socially distant during the tax collection process.

Attendance and Chronic Absenteeism

The Royalton-Hartland Central School District (RHCS D) understands the importance of school attendance. It is the priority of the District to monitor student attendance and focus on the academic consequences of lost instructional time and address absences before students fall behind in school.

Daily Attendance/Student Engagement -- The RHCS D ensures a mechanism to collect and report daily teacher student engagement or attendance while in a remote or blended schedule. RHCS D will utilize a student-based management system for daily student attendance for all applicable grade levels while students are in attendance (in-person and remote model).

In-Person Model -- Student attendance is the responsibility of the students' teachers and is reflective of period by period attendance at the secondary level. Attendance data will be monitored by administration and/or support staff.

Blended Model -- While students are in school, attendance is taken. On days of remote instruction, student engagement and attendance will be recorded by each teacher and monitored on a daily basis. Attendance will be monitored by administration and/or support staff.

Remote Model -- Student attendance at virtual meetings and engagement/completion of assignments will be monitored at the grade level and building level on a daily basis. Each building will determine the process of tracking engagement during remote instruction.

Chronic Absenteeism -- RHCS D is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, blended, and remote.

➤ **The RHCS D addresses chronic absenteeism as follows:**

- Nurture a culture of attendance
 - Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction;
 - Explain the importance of attendance to the entire school community; and
 - Track daily attendance, tardies, and student engagement in one central, secure location to help quickly see how these data points impact student behavior.
- Early Identification and Intervention
 - Each school regularly monitors attendance data and communicates with parents about issues as they arise;
 - Use data to identify which students are at risk, intervention happens before isolated absences become chronic absenteeism; and
 - Establish intervention plans; parent phone calls, home visits, counseling, instructional modifications, engage community partners, etc.

- Create a more positive school culture and a focus on engaging instruction
 - Evaluate and address student engagement in learning;
 - Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively;
 - Help students achieve positive social and emotional character development while reinforcing the behaviors that make up an ideal school culture; and
 - Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Technology and Connectivity

The Royalton-Hartland Central School District recognizes that technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Adequate access to a computing device and high-speed broadband is essential for educational equity. The District is committed to determining the level of access of our school community and to the extent practicable, address the needs of our students and staff. Regardless of whether in-person, remote, or hybrid models are utilized, the RHCS D provides students and teachers a computing device, such as a laptop, desktop, Chromebook, or iPad. We have also made consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot) available to students and teachers in need.

Accessibility Determination- The RHCS D has gathered information regarding the level of access to devices and high-speed internet all students and teachers have in their places of residence.

- In July 2020, the District sent out a survey to families to determine accessibility needs for both technology and high-speed internet. Over 600 responses were collected; and
- Building Principals and the Director of Curriculum, Instruction, Assessment and Technology will monitor student engagement (in a blended or remote model) in order to determine and address accessibility needs.

Accessibility Distribution -- The RHCS D will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

- The RHCS D maintains enough devices to distribute a chromebook or laptop to every student and teacher in need; and
- Devices (chromebooks, laptops, ipads and hotspots) will be distributed upon the opening of school addressing specific needs from primary level students (ipads with touch apps) to advanced level students (laptops with access to microsoft excel and products that may assist in complex learning.)

Instructional Models -- The RHCS D provides multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models. At the secondary level, students will utilize google classroom and schoology as learning platforms while at the elementary, students and parents will have access to google classroom and Class Dojo.

Growth of Technology Skills -- The RHCS D employs a full time district-wide technology integrator who works with both teachers and students on developing and differentiating technology lessons. Professional development has been and will continue to be offered for teachers as well as directly in the classroom for support with students.

Technology (IT) Support -- In order to provide consistent technology support for teachers, parents and students, a technology help form was established and made available on our district website found here: [RHCS D Tech Help](#). Our technology integrator and teachers created classroom and grade level based

video libraries of tech tutorials for student, teacher, and family technology use as well as content specific videos for asynchronous learning.

Ed Law 2-D -- Student data privacy and security will be maintained and that the school and/or district are in compliance with Federal and State laws related to student technology use.

Technology tools -- Teachers and students have a number of digital tools and platforms available for use when designing in-person, blended and remote learning. This list includes but is not limited to: Flipgrid, Nearpod, Desmos, Geogebra, Jamboard, Virtual Anchor Charts, Book Creator, Kahoot, RazKids, Edpuzzle, Screencast, Screencastify, Edmodo and Padlet. Support and flexibility is consistently provided to students when designing and delivering remote/blended/online learning experiences in order to communicate effectively and reduce stress as well as increase equitable access for students and families.

Teaching and Learning: HS, MS and ES



At Royalton-Hartland Central School District (RHCS), all students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. During the 2020-2021 school year, every effort will be made to help students return to a sense of normalcy and to establish a welcoming environment for all students and staff members.

Continuity of Learning Plan -- The RHCS provides a continuity of learning plan for the 2020-2021 school year. This plan will prepare for in-person, remote, and Blended models of instruction.

- **In-Person Model** -- 100% of staff and students will attend school in the physical building for a full day on each scheduled school day. Instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment. In addition, instructional programs, for the most part, will maintain their current integrity.
- **Blended Model** -- 50% of students will return to the building to reduce student population within the building. Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Students will attend school in-person for two days and the rest of the week they will engage in remote instruction. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment in a smaller group setting. Class size will reflect the need to ensure that student desks/seats are positioned no less than six feet apart. All instruction will continue to be aligned to the New York State Learning Standards.
 - Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Whenever possible, students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity, for chorus and band classes. To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students;
 - Students will be divided into two groups: A (attends in-person Monday and Tuesday) and group B (attends Thursday and Friday). Student groupings will be determined by alphabetical order and household. Every effort will be made for students in the same household to attend in-person schooling on the same day; and

- On the days when students are not attending school in-person, their engagement and participation in classes and completion of assignments will be tracked by individual teachers and monitored at the building level. An instructional schedule will be developed at each building.
- **Remote Model --** Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our District has developed a plan for a fully remote learning environment.
 - All instruction will continue to be aligned to the New York State Learning Standards;
 - Student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously;
 - Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons may be essential for students unable to attend at a scheduled time, teachers will ensure that their students are engaged with their class peers in experiential learning on a regular basis;
 - To ensure high-quality remote learning experiences, we will standardize the use of our online learning platforms and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students; and
 - Grading practices will follow a standards-based framework designed to provide direct feedback regarding student mastery of course content.

Educational Program-- The RHCS D subscribes to an educational program that is aligned to the New York State Learning Standards regardless if instruction is delivered in-person, remotely or in a Blended model.

Learning Standards

- Teachers/ teacher teams will plan to engage in assessing individual students to gauge their mastery of critical content from the year prior. This does not necessarily mean testing, but instead reviewing existing data, discussions with previous year teachers and specialists, examining work, making notes while teaching. That information will inform unit development and instruction for individuals as well as whole groups; and
- Teachers/teacher teams will collectively decide to modify the curriculum to reduce less prioritized units, allowing time for the introductory unit and to embed critical content that may not have been previously learned.

Blended/Remote Models: Learning Management Systems

- The District will adopt a consistent learning management system at each building to manage workflow/ movement of content and produce between students and teachers.
 - a. Royalton-Hartland High School students will utilize Google Classroom or Schoology;
 - b. Royalton-Hartland Middle School students will utilize Google Classroom; and
 - c. Royalton-Hartland Elementary students will utilize Google Classroom and/or Class Dojo.

Interaction/Engagement -- The RHCS D provides a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a blended model of instruction

- In-person model: Student engagement will be monitored by classroom teachers;
- Blended model: While students are in school, engagement is tracked by individual teachers. On days of remote instruction, student engagement will be recorded by each teacher and monitored on a daily basis. Attendance will be monitored by administration and/or support staff; and
- Remote model: Student engagement/completion of assignments will be monitored at the grade level and building level on a daily basis. Each building will determine the process of tracking engagement during remote instruction.

Instructional Equity -- The RHCS D will address instructional equity in all instructional models as identified. All instruction will be developed so that there are clear opportunities for instruction that are accessible to all students. Such opportunities are aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

Communication Plan -- The RHCS D Family and Community Engagement plan provides 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. This information is accessible to all, available in multiple languages based on District needs, and is widely disseminated, including clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platforms, and/or by phone).

Common protocols and practices -- The District will make every effort to develop common protocols and practices related to the use of folders to organize content, calendars notifications to alert students and parents to upcoming topics and assignments and mechanisms to foster improved teacher/student/parent communication will be established.

- In-person model -- Students and their families will communicate with teachers in-person, through the building selected educational platform (Schoology, Google Classroom or Class DoJo) through email and/or phone calls. Teacher emails are listed on the District website: www.royhart.org;
- Blended model -- Students and their families will communicate with teachers in-person, through the building selected educational platform (Schoology, Google Classroom or Class DoJo) through email and/or phone calls. Teacher emails are listed on the District website; and
- Remote model: Students and their families will communicate with teachers through electronic means. Students and families will use email, phone calls, or communication through the selected educational platform (Schoology, Google Classroom or Class DoJo).

Career and Technical Education

At Royalton-Hartland Central School District (RHCS D), Career and Technical Education plays a vital role in the education of our students. The District will continue to collaborate with our educational partners to identify and ensure safe and healthy work-based learning opportunities are provided. It is the intention of the RHCS D to provide full access for all students enrolled at the Orleans/Niagara BOCES Career and Technical Education (CTE) programs.

Instruction -- While planning for CTE instruction, whether in-person, remote or Blended models, RHCS D has collaborated with Orleans-Niagara BOCES (ONBOCES) to ensure high school instructional plans are aligned. ONBOCES has developed models that ensure NYS Learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

Athletics/Extracurricular Activities

The Royalton-Hartland Central School District (RHCS D) realizes the significance of extra-curricular activities and athletics to our school community. To illustrate, in the District's "Re-Opening Survey," over 66% of respondents indicated that they expected extracurricular activities to be offered with the implementation of safety measures. Every effort, within the guidance and recommendations from the NYS Department of Education and NYS Department of Health, will be made to provide face-to-face experiences to our students where practicable. When face-to-face opportunities are not practicable, all efforts will be made to provide virtual opportunities to our students.

Athletics -- The RHCS D prioritizes the ability to offer and permit extracurricular activities and athletics.

- Per the NYSDOH Guidance, Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming; and
- The New York State Public High School Athletic Association (NYSPHSAA) has established a COVID-19 Task Force. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The Task Force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the Fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc.

Interscholastic Athletics -- As a result of the COVID-9 pandemic, districts have delayed the Fall sports start date until Monday, September 21, 2020. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events;
- Waive seven-day practice rule to enable greater opportunities for local participation;
- Maintain current practice requirements;
- Encourage geographic scheduling for games & contests; and
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

If the Fall sports season is interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancellation of high-risk sports, etc.) then a condensed seasons plan may be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

- **Season I (Winter Sports)**
 - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks; and
 - *Note: tentative dates Sports: basketball (girls & boys), swimming (boys), *wrestling, *competitive cheer. * Because of the high risk nature of wrestling and competitive cheer,

sports may have to be moved to Season II or Season III.

- **Season II** (Fall Sports)
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks; and
 - *Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys). Note: Weather will have an impact upon outdoor sports in some parts of the State in March and potentially early April. Girls Tennis moved to Season III.
- **Season III** (Spring Sports)
 - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks; and
 - *Note: tentative dates Sports: baseball, softball, golf (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys).

NFHS/NYSPHSAA -- The RHCS D will follow the National Federation of High School Sports (NFHS) phased approach and New York State Public High Schools Athletic Association (NYSPHSAA) recommendations. At the time of this publication, the reintroduction of interscholastic athletics can only take place with authorization from the Governor's office. If approved, the implementation will be as follows:

- There will be two-week intervals between each phase to resume. All phases require a pre-workout screening and record keeping. All phases include increased diligence on personal hygiene and personal and social responsibility;
- **Phase 1** - No more than 10 in a group, no sharing of equipment, no locker rooms or indoor use, cannot do any drills that pass the same ball from one player to another;
- **Phase 2** - up to 50 players for outdoor activities and no more than 10 for indoor activities, low risk sports may practice or compete (cross country running, gymnastics) moderate and high risk activities should keep the sharing of equipment to small pods of less than 10 in each pod; and
- **Phase 3** - Gathering sizes of up to 50 in a group for indoor and outdoor activities, Moderate risk sports may resume practices and competitions, modified practices for high risk sports.

Offseason Training Programs -- The RHCS D reopening plan adheres to the offseason training program as detailed by the NYSPHSAA. As noted, the Governor of New York State needs to authorize on-campus sports activities for interscholastic athletics including offseason training programs.

- NYSPHSAA requires off-season programs to be optional and open to the entire student body. School must enter Phase 4 of the NY Forward reopening plan;
- NYSPHSAA will continue to provide guidance/ guidelines that follow with the recommendations of the National Federation of High School Sports Association and a three phase approach;

- School Districts permit campus facilities to open to students and faculty. NYS recommended social distancing and safety protocols can be implemented in a safe and appropriate manner; and
- Coordination between the athletes and coaches should occur to ensure any training is developmentally appropriate. Training programs should include a phased reintroduction of physical activity with proper heat acclimatization and a focus on hydration.

Extracurricular Activities -- The RHCSD reopening plan maximizes the use of technology and online resources to create or continue some extracurricular activities that may not need or have limited person-to-person contact.

Special Education

The Royalton-Hartland Central School District (RHCS D) provides: a Free Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services, meaningful parental engagement regarding the provision of services to their child(ren), collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served, access to the necessary instructional and technological supports to meet the unique needs of students, and documentation of programs, services and communications with parents.

FAPE -- FAPE means special education programs and related services that are provided at public expense, under public supervision and direction, without charge to the parent, and are provided in conformity with an individualized education program.

- The RHCS D will continue to provide a Free Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. Our special education programs and services help to provide equity and access for students with disabilities. We will continue to ensure that all students are involved in and participate in the general education curriculum to the maximum extent possible;
- The RHCS D considers in-person services a priority for high-needs students and preschool students with disabilities. When in-person services are reduced across the District (e.g., students attend two days per week), the District will consider recommendations brought by Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) to adjust student schedules and/or transportation to better facilitate the delivery of services;
- If, for a time, in-person services are not available, the District will ensure that students with disabilities have access to their IEP programs, services and accommodations to the greatest extent possible;
- During the 2020-21 school year, parents/guardians may request remote learning services for their child(ren) when any member of their household is medically vulnerable or are at high risk for complications from COVID-19. Such requests should be made in writing to the student's principal and/or the Office of Special Programs;
- Compensatory services may be needed for some students with disabilities who have experienced a loss of skills related to the recent school closures. In these cases, the District's CPSE/CSE will make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year; and

- RHCSO is committed to the process of Child Find which involves identifying, locating and evaluating all students with disabilities who are in need of special education and related services. At times, the District refers students for evaluation to determine if they are eligible as students with disabilities. Recent guidelines from the New York State Education Department caution Districts to consider if underperformance may be due to recent school closures. Therefore, before referring a student for special education, RHCSO will take into consideration all factors that may have influenced the student's progress. It is understood that a referral may not be warranted if the reason for underperformance is due to school closure and a change in the provision of the student's education. If, after taking into consideration such factors, there remains suspicion that the student has a disability, RHCSO will refer the student for an initial special education evaluation and obtain parent consent for the evaluation. All parent referrals and requests for referrals by school staff will be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Documentation -- The RHCSO will document the programs and services offered and provided to students with disabilities as well as communications with parents. Examples of how this documentation will take place include, but are not limited to:

- Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning;
- Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts;
- For students who attend District buildings, at a minimum, programs and services offered and provided as well as communication with parents will be tracked as part of each building's student engagement data system; and
- For students with disabilities who attend out-of-district placements (e.g., BOCES special education, Stanley G. Falk, The Summit Center, etc.), the District will require specific coordination of learning plans from each out-of-district school that address how they will document the programs and services offered and provided to students with disabilities as well as communication with parents.

Parent Engagement -- The RHCSO provides meaningful parent engagement in the parent's preferred language (upon request) or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

- RHCSO will provide appropriate and timely communications to parents regarding how services for their child(ren) will be delivered; and

- General and special education teachers as well as related service professionals will set up schedules to regularly communicate with parents during times when in-person school attendance is not available.

CPSE/CSE -- The RHCSD will continue to collaborate between the Committee on Preschool Special Education (CPSE) and Committee 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.

- All providers for RHCSD students with disabilities are given access to their assigned students' Individualized Education Plans (IEP). For those providers who deliver services in District buildings, they are asked to sign a document for each of their assigned special education students indicating that they have reviewed his/her IEP. During CPSE/CSE meetings, providers are invited to attend and share student progress; and
- For students with disabilities who attend out-of-district placements (e.g., BOCES special education, Stanley G. Falk, The Summit Center, etc.), the District will require specific coordination of learning plans from each out-of-district school that address how services will be provided to the greatest extent possible. The District will ensure that each school has a plan established for monitoring and communicating student progress and commitment to sharing resources. During CPSE/CSE meetings, providers are invited to attend and share student progress.

Technology -- The RHCSD ensures access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

- When in-person services are not available (e.g., during the coronavirus shutdown), the District will communicate with parents and ensure that all students with disabilities have access to needed technology (e.g., chromebook, wifi hotspot). Appropriate documentation will be collected whenever technology is provided to a student and/or parent; and
- The District will also ensure that those who provide IEP services have access to each student's IEP which describes each student's needed accommodations, modifications, supplementary aids and services, and technology. The District will ensure that providers of IEP services deliver all needed accommodations, modifications, supplementary aids and services, and technology to the greatest extent possible.

Bilingual Learners and World Languages

The Royalton-Hartland Central School District (RHCS D) recognizes that the COVID-19 crisis was challenging for all students, including our most vulnerable students. The District will remain mindful of the legal requirements and proactively address inequities. The District is committed to providing supports needed to close the potential learning loss that may have been a result of the school closures.

ELL Identification Process -- The RHCS D will complete the English Language Learners 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. In addition:

- The RHCS D will continue to administer the Home Language Questionnaire (HLQ) and conduct the individual interview as the first steps of the ELL identification process. Qualified personnel will be available to determine if a language other than English is spoken at home;
- An individual interview with students and/or parents may take place. The interview will include a review of the student's abilities or work samples including: reading and writing in English, reading and writing in the student's home language and mathematics; and
- These items are collected or generated during the interview and may include writing samples or exercises completed at the time of the interview. RHCS D will maintain all documents related to its students, including the HLQ, the individual interview, and any other records generated as part of this remote identification process.

Units of Study -- The RHCS D will continue to meet the required instructional Units of Study for all ELLs based on their most recently measured English language proficiency level during in-person or blended instruction. The District will offer flexibility to provide additional units of study deemed necessary based on student need.

Communication -- The RHCS D ensures the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. All communication with parents/guardians will be provided in the language preference of the students' families, in accordance with federal and State requirements.

Staffing

The Royalton-Hartland Central School District (RHCS D) recognizes that teaching and school leadership are amongst two of the greatest influences on student learning. The District believes that any large-scale transition for schools can only be achieved with commitment through strong educator support. Educators must be supported in ways that allow them to focus on student learning. The District will work with the staff to build a shared understanding of what successful implementation of various instructional models looks like for all students and what systems are needed in order to achieve success.

Teacher and Principal Evaluation

The Royalton-Hartland Central School District (RHCS D) believes that well-designed and implemented teacher and principal evaluations are an important tool to help support educator growth and development. The District administration and Board of Education are committed to working together with the Royalton-Hartland Teachers Association and the Royalton-Hartland Administrative Association to review and/or amend any negotiated agreement specific to teacher and principal evaluation.

Teacher/Principal Evaluation -- The RHCS D ensures that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan including any variance applications approved by the Department. The RHTA President and Superintendent have agreed to meet on a regular basis to determine if any changes are required to the approved APPR plan. In the event any changes are required, a memorandum of understanding will be developed and approved. There does not appear to be any need to adjust the evaluation tool (SuperEval) used for the District principals and administrative members.

Student Teaching

The Royalton-Hartland Central School District (RHCS D) is committed to continue to work with our local colleges and universities in an effort to place applicable candidates seeking continuing education within their respective programs. The RHCS D is committed to developing new and emerging teachers and school administrators. The RHCS D welcomes student teachers whether in person or remotely during the 2020-21 school year.

- The District will work with local colleges and university programs to identify ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills; and
- All federal and state guidelines will be adhered to should student teaching candidates be accepted during the 2020-21 school year.

Certification, Incidental Teaching, and Substitute Teaching

The Royalton-Hartland Central School District (RHCS D) requires that all teachers, school leaders (administrators), and pupil personnel service providers who are employed or wish to become employed in the District hold a New York State certification. The Office of Teaching Initiatives issues certificates to certify that an individual has met required degree, coursework, assessment, and experience requirements.

Certification -- The RHCS D requires that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law. The District will continue to verify certifications upon hiring of qualified candidates and verify each teacher's certification during the 2020-21 school year.

Substitute Teaching -- Substitute teachers are an important resource for the Royalton-Hartland Central School District. The District will continue to ensure that substitute teachers who possess a teacher certification, are working towards a certification or those that do not possess a certification are employed for the appropriate/accurate number of days.

Appendix

- [2020 New York State Uniform Fire Prevention and Building Code](#)
- [2020 New York State Building Code](#)
- [CDC Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools and Homes](#)
- [CDC Guidance for How to Wash Cloth Face Coverings](#)
- [CDC Guidance on How to Wear Cloth Face Coverings](#)
- [CDC Guidance for Schools](#)
- [CDC Guidance for Schools \(updated 7/23/2020\)](#)
- [Institute of Child Nutrition](#)
- [Lead-In-Water Testing as required by NYSDOH regulation 67-4](#)
- [NYSDOH Interim Guidance for In Person Instruction...](#)
- [NYSDOH Food Safety Guidance](#)
- [NYSED Child Nutrition Office website](#)
- [NYSED Office of Bilingual Education and World Languages](#)
- [NYSED Teacher Certification Resources](#)
- [NYSED Transportation Services](#)
- [NYSPHSAA Website](#)
- [New York State Office of Special Education Resources](#)
 - [Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus \(COVID-19\) Outbreak in New York State](#) (March 27, 2020) – Provides guidance regarding the provision of services to students with disabilities, including English Language Learners with disabilities.
 - [Supplement #1](#) (April 27, 2020) – Provides follow-up questions and answers to the March 2020 guidance.
 - [Supplement #2](#) (June 20, 2020) – Provides considerations for CPSEs and CSEs when making recommendations for extended school year services; revisions to IEPs to ensure the continued

provision of a free appropriate public education due to a student's changing needs; and compensatory services.

- [Supplement #3](#) (June 20, 2020) – Provides information regarding the Governor's Executive Order 202.37 which indicates that special education services and instruction required under federal, State or local laws, rules, or regulations, may be provided in person for the summer term in school Districts.
- [Orleans Niagara BOCES -- reopening plan.](#)
- [Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance](#)
- [RHCSD Community Stakeholder Input](#)
- [STA COVID-19 EXPOSURE CONTROL & RESPONSE PLAN](#)
- [USDA Food and Nutrition Service](#)
- [USDOE Federal Special Education Resources](#)
 - [US Department of Education \(USDE\) COVID-19 \("Coronavirus"\) Information and Resources for Schools and School Personnel](#) – Provides "Program Information: FAQs and Responses" from OSEP and the Office of Civil Rights as well as resources for learning at home and remote learning resources for educators, administrators, and related service providers.
 - [National Center for Systemic Improvement's COVID-19 Resources for Supporting Students with Disabilities](#) – Designated by the USDE as resource hub for COVID-19 policy guidance, remote learning and tele-practice/tele-therapy.
 - [Early Childhood Technical Assistance Center \(ECTA\): COVID-19 Resources and Information Webpage](#) – Designated by USDE as a resource hub for information for state's early intervention Part C and early childhood special education IDEA Part B Section 619 programs.
 - [OSEP Ideas that Work Continuity of Learning During COVID-19](#) – Provides information, tools, and resources to help educators, parents and families, and related service providers meet the educational, behavioral, and emotional needs of children and youth with disabilities through remote and virtual learning. A searchable database is available to filter these resources by age, audience and topic.
- [WorkfitMedical LLC](#)
 - [Multisystem Inflammatory Syndrome Fact Sheet](#)
 - [COVID-19 Screening](#)
 - [Temperature Screening Protocols](#)
 - [Reopening of Schools Medical Guidelines COVID-19](#)