Appendix A - Reopening Plan Action Steps for 2020-2021

This includes our team-developed action steps for school improvement during the 2020-2021 school year. This section of our plan serves as the district professional development plan, shared decision making plan, including action steps for health and safety protocol development, schedule development, communication of the reopening plan, to respond to reopening during the COVID-19 pandemic.

STUDENT SUCCESS

Meaningful Learning Experiences

Team Members: *Dan Tucker, Jessica DeVries, Emily McGreevy, Kim Murray*

Student Experience	Family Experience	Staff Experience
1. We feel safe, valued, and connected to others. 2. We enjoy learning every day. 3. We all have access to many opportunities and resources. 4. We are informed; we know how to access information and how to request resources and support.	1. We are welcome partners in our children's learning, wellness, and growth. 2. We feel comfortable supporting our children's learning. 3. We are confident in our children's learning, safety, and wellness at school. 4. We are informed; we know how to access information and how to request resources and support.	1. We feel valued and connected as collaborators in service to our students and families. 2. We are confident about our safety and wellness at work. 3. We all have access to a productive work environment. 4. We are informed; we know how to access information and how to request resources and support.

Purpose of the Reopening Plan: *To prepare all staff and students to be able to confidently navigate learning, teaching, and health and wellness in our reopening for the 2020-2021 school year.*

We promote equity with

1. A focus on health, safety, and wellness
2. Clear lines of communication
3. Balanced expectations: we value learning, work, family, and activity.

Assumptions	*STANDING ASSUMPTIONS:* ● *We assume that we will need to socially distance across all scenarios.* ● *We assume that we will get state guidance at any moment - our plans must*

	be flexible and adaptable.
	● *We assume staff will report to the building in any scenario, however in scenario's 2 & 3 the daily schedule may be flexible.*
	If there are other assumptions specific to your team, add them below:
	● We have a universal platform in which all students, staff and parents are equally supported.
Summary of your Goal	*We want students to continue to learn and grow; while meeting or exceeding essential learning standards, through purposeful and authentic engagement.*

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Consistent Schedule at building level	Administrators Guidance Teachers	● Possible length of day extended to accommodate a rotation of all students ● Concrete schedule (8-3)	● Concrete schedule (8-3)	● Concrete Schedule (8-3)
Interdisciplinary Learning Experiences	Building level or grade level teacher teams	● Learning activities designed so multiple teachers can lead smaller student groups to promote social distancing	● Learning activities designed so multiple teachers can lead smaller student groups to promote social distancing	● Teacher teams communicate across subjects to ensure students and families can manage the workload and maintain work-learning-life balance
Grading & Feedback for Students & Families	Administration Teachers	● Creating grading and homework policies that are uniform across building levels	● Creating grading and homework policies that are uniform across building levels	● Creating grading and homework policies that are uniform across building levels
Providing Interventions & Special Education Services	Building level or grade level teacher teams	● Include special education teachers in planning ● Provide differentiated instruction opportunities	● include special education teachers in planning ● Provide differentiated instruction opportunities	● include special education teachers in planning ● Provide differentiated instruction opportunities

Addressing Teacher & Human Connections

Team Members: *Dan Tucker, Jessica DeVries, Emily McGreevy, Kim Murray*

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Assumptions	***STANDING ASSUMPTIONS:*** ● *We assume that we will need to socially distance across all scenarios.* ● *We assume that we will get state guidance at any moment - our plans must be flexible and adaptable.* ● *We assume staff will report to the building in any scenario, however in scenario's 2 & 3 the daily schedule may be flexible.*
Summary of your Goal	*Students need opportunities to have a full school experience, including safe extracurricular options.*

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Creating Virtual Clubs & Performances	Sub-committee facilitators	Train advisors to put together opportunities for students to participate in clubs, concerts, etc.	Train advisors to put together virtual clubs, concerts, etc.	Train advisors to put together virtual clubs, concerts, etc.
Creating Opportunities for Virtual Sports and Actual Activity	Sub-committee facilitators	Train coaches to put together opportunities for students to participate in safe athletics	Train coaches to put together opportunities for students to participate in safe athletics	Train coaches to put together opportunities for students to participate in safe athletics

Addressing Student SEL Needs

[add team member names here]

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Summary of your Goal	*Working together to keep students and staff safe within our communities and beyond.*

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Creating Virtual Clubs & Performances	District sub-committee	● Train advisors to put together opportunities for students to participate in clubs, concerts, etc.	● Train advisors to put together virtual clubs, concerts, etc.	● Train advisors to put together virtual clubs, concerts, etc.
Creating Opportunities for Virtual Sports and Actual Activity	District sub-committee	● Train coaches to put together opportunities for students to participate in safe athletics	● Train coaches to put together opportunities for students to participate in safe athletics	● Train coaches to put together opportunities for students to participate in safe athletics

Engaging Parents & Family Buy-In

Team members:

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FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Providing Resources to Families to Support Learning at Home	Sub committee facilitators	Increased access to school counselors and mental health providers. Increased grade level collaboration between teachers. Increased PD for staff in regards to mental health/community health (Mental Health First Aid for educators)	Increased access to school counselors and mental health providers. Increased grade level collaboration between teachers. Increased PD for staff in regards to mental health/community health Mobile teachers/providers Collaboration with local libraries for internet access.	Increased access to school counselors and mental health providers. Increased grade level collaboration between teachers. Increased PD for staff in regards to mental health/community health Mobile teachers/providers Collaboration with local libraries for internet access
Gathering Feedback from Families	Teachers Administrators	Phone calls/emails/Thought exchange	Thought exchanges continued. Home visits Phone calls/emails Outdoor meeting place	Thought exchanges continued Home visits Phone calls/emails Outdoor meeting place
Providing Accessibility	Teachers Administrators		Bus garage classrooms Mobile classrooms Outdoor meeting place/pavilions/tents Home visits Mobile hot spots Every student has a device Organizing social groups or playdates for kids for mental health needs	Bus garage classrooms Mobile classrooms Outdoor meeting place/pavilions/tents Home visits Mobile hot spots Every student has a device Organizing social groups or playdates for kids for mental health needs

Meeting Families' Basic Needs

TEAM MEMBERS: *Chad Conant, Wendy Madden, and Paula Wells*

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Summary of your Goal	In order to provide education, we need to engage families in a meaningful way; make virtual learning family-friendly; provide for family-teacher collaboration. Pilot the Harvard Project Parent Engagement Intervention.

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
A focus on health, safety, and wellness	All district staff	- Increased hand washing and hand sanitizing. - Distanced seating options. - Social distancing in hallways - Multiple closures/extended breaks in case of illness - Temperature checks - Social/emotional health and wellness - PPE for kids and adults? - Flexible schedule	- Increased hand washing and hand sanitizing. - Distanced seating options. - Social distancing in hallways - Multiple closures/extended breaks in case of illness - Temperature checks - Social/emotional health and wellness - PPE for kids and adults? - Flexible schedule	- Social/emotional health and wellness - Flexible schedule
Clear lines of communication	All District Staff	- Open communication with nursing staff - Preferred method of communication from parents form. - Frequent updates with parents - Patience and understanding of grade level expectations - P/T Conferences as needed	- Open communication with nursing staff - Preferred method of communication from parents form. - Frequent updates with parents - Patience and understanding of grade level expectations - P/T Conferences as needed	- Preferred method of communication from parents form. - Open communication with nursing staff. - Preferred method of distance learning form. - Frequent updates with parents - Patience and understanding of grade level expectations - P?T Conferences as needed.
Balanced expectations: we value learning, work, family, and activity.	Administration Teachers	- Managing work/family schedules - Patience and understanding of grade level expectations	- Managing work/family schedules - Patience and understanding of grade level	- Managing work/family schedules - Patience and understanding of grade level

		- Don't sweat the small stuff (grades) - Importance of relationships over grades - Establishing students with the potential to be independent learners - Community building over good student building	expectations - Don't sweat the small stuff (grades) - Importance of relationships over grades - Establishing students with the potential to be independent learners - Community building over good student building	expectations - Don't sweat the small stuff (grades) - Importance of relationships over grades - Establishing students with the potential to be independent learners - Community building over good student building
Feeding Kids	All district staff	- Eat in the classroom/other areas in the building - Same kids eat together everyday. - Hand washing/sanitizing - Desk/table top sanitizing - Outdoor eating options here	- Provide home delivery for meals - Eat in the classroom/other areas in the building - Same kids eat together everyday. - Hand washing/sanitizing - Desk/table top sanitizing - Outdoor eating options here	- Provide home delivery for meals
Provide Resources to Support Family Needs	Administrators	- Possibly enlist more staff with mental health backgrounds, or provide more PD for current staff concerning mental health	- Work with community agencies to create a list of licensed daycare providers, willing babysitters, and in-school daycare for working parents to access	- Work with community agencies to create a list of licensed daycare providers, willing babysitters, and in-school daycare for working parents to access

Staff Professional Development

TEAM MEMBERS: Jeanine Potter, Sheryl Thurston, Keith George

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Summary of your Goal	In order to provide education, we need to engage families in a meaningful way; make virtual learning family-friendly; provide for family-teacher collaboration.

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Health and Safety Training	PD sub-committee	Implementing health and safety protocols in the classroom	Implementing health and safety protocols in the classroom	Mental health well-being and social emotional learning
Teaching and Learning	PD sub-committee	● Optimizing in-person instruction while using social distancing protocols.	● Effective practices in hybrid instruction ● Getting the same information across using different modes of communication.	● Flexibility and effective practices in remote instruction ● Clear expectation of virtual learning.
Schedule	Administrators and PLC Teams		● Modify Blended Schedule to address safety and instructional time balance	● Maximize instructional minutes in a remote schedule.
Identifying Learning Gaps	PLC Teams	● Vertical teams identify COVID-19 closure instructional and learning gaps using the Learner Attributes spreadsheet. ● Develop critical skills template for each remote and hybrid instruction. ● Develop post-closure recovery plan. ● Elementary & secondary horizontal teams develop assessments to help determine learning gaps from spring-summer 2020		
Grading & Feedback	Teacher Teams Administrators School Counselors	● Standardize the process in case we need to go virtual before the end of the year	● Review the Grading Rubric & Revise ● Develop Regular Assignment Grading and Feedback Process	

Thinking Outside the Box

TEAM MEMBERS: *[add team member names here]*

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Summary of your Goal	*Improving learning opportunities and engagement for our students.*

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Schedule	[add name(s) here]	• Safety Committee develop hallway traffic patterns • Vertical teams meet(ie. K with 1st) to communicate where left off in curriculum and also to go over student by student and how they handled the virtual learning experience (ie. work handed in, communication, family contact) • Planning time to contact families, and adjust curriculum	• Establish a committee to develop schedule & rotation of staff • Safety Committee develop hallway traffic patterns • Vertical teams meet(ie. K with 1st) to communicate where left off in curriculum and also to go over student by student and how they handled the virtual learning experience (ie. work handed in, communication, family contact	• Teacher teams communicate across subjects to ensure students and families can manage the workload and maintain work-learning-life balance • Vertical teams meet(ie. K with 1st) to communicate where left off in curriculum and also to go over student by student and how they handled the virtual learning experience (ie. work handed in, communication, family contact)
Grading & Evaluation	[add name(s) here]	• Teams will work together with administration to collaborate grading policies • Alternative ways to assess special ed and primary students at their level (ie. Learning, writing, spelling deficiencies)		
Identifying Learning Gaps	[add names here]	• After elementary & secondary vertical meetings to discuss student COVID-19 learning profile, horizontal teams will develop a six week collaborative plan to close learning gaps and engage the students to come back from spring-summer 2020		

Health, Safety, & Wellness

TEAM MEMBERS: *[Bill Beadle, Stephanie Fisher, Regina White, Mike, Anson, Susan Converse]*

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Summary of your Goal	*Without health and safety you are unable to learn. Health and safety are a basic need which must be met prior to being able to have higher functioning of learning.*

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person ///Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Health	Kevin Nial, Regina White, Susan Converse	- Wearing of masks for all students and staff and families - Daily temperatures for staff and temperatures twice daily for students. - Enforcement of children and staff staying home if ill at all. - Screening all people who enter and limit entry ways. - Allow medically fragile children the option to learn remotely. - Mandate the vaccine when available and safe.	- Wearing of masks for all students and staff and families - Daily temperatures for staff and temperatures twice daily for students. - Enforcement of children and staff staying home if ill at all. - Screening all people who enter and limit entry ways. - Allow medically fragile children the option to learn remotely. - Mandate the vaccine when available and safe. - Ensure access to mental health care for students, families and staff- hire more counselor	- Ensure access to mental health care for students, families and staff- hire more counselor - Ensure access to healthcare- keeping SBHC open- maintain immunizations, physicals, mental health medications - Clear communication about health services
Safety	Bill Beadle- building Mike Anson- transportation	- Precautions to sanitize frequently during the day and teachers and staff will need to be responsible for this in the classroom setting. - No changing of classrooms, teachers will rotate as needed. - Need more maintenance staff to complete all that will need to be cleaned daily. - Prepare instructional areas for social distancing. - Transportation- take temperature prior to getting on the bus. - Have appropriate PPE and hand sanitizer on the bus. - Provide recommended social distancing. - Starting earlier and ending	- Precautions to sanitize frequently during the day and teachers and staff will need to be responsible for this in the classroom setting. - No changing of classrooms, teachers will rotate as needed. - Need more maintenance staff to complete all that will need to be cleaned daily. - Prepare instructional areas for social distancing. - Transportation- take temperature prior to getting on the bus. - Have appropriate PPE	- Highest risk populations should stay home, only essential staff to report to minimize risk of exposure and liability. - Continue to safely deliver food. - Need appropriate PPE for staff. - Clear communication on steps taken to provide safety at school and home

		later. ● More buses will need to be in operation. ● Need for an increase in sanitation equipment for both maintenance and transportation.	and hand sanitizer on the bus. ● Provide recommended social distancing. ● Starting earlier and ending later. ● More buses will need to be in operation.	
Nutrition	Stephanie Fisher	● Feed all students in the classrooms. ● Needs hand sanitizer and PPE for staff bringing food to the classroom. ● Carts need to stay outside the classroom. ● Social distance ● Ensure nutritional food throughout the day ● Safely serve either in class or in dining area. ● Wear masks	● Feed all students in the classrooms. ● Needs hand sanitizer and PPE for staff bringing food to the classroom. ● Carts need to stay outside the classroom. ● This would be double duty and the kids at home will still need meals, which would require extra staff. ● Need for increased equipment to supply all the meals. ● Ensure all students are being fed breakfast and lunch in a safe environment	● Continue to provide food to students ● Provide staff appropriate PPE ● Education for non-kitchen staff on food handling ● Clear communication about nutrition services offered and how are safely handled. ● Ensure all food is handled safely ● Social distance in food areas ● Wear masks
SEL (Mental Health Wellness)	Sarah Wall	● Communication with students ● Help with transition in or at home schooling ● Social distance ● Provide support linked between home and school ● Ensure access to mental health care for students and staff. ● Updated contact information ● More staff	● Communicate with family via zoom, google classroom or phone calls. ● Home visits ● Provide support linked between home and school ● Ensure access to mental health care for students and staf ● Updated contact Information ● More staff	● Communicating with staff ● In-person, google classroom, Phone call ● Provide support linked between home and school ● Ensure access to mental health care for students and staff. ● Updated contact information ● More staff

Work-Learning-Family-Activity Balance

TEAM MEMBERS: *[add team member names here]*

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Summary of your Goal	Quality learning, growth, and development are directly tied to effective instruction and collaborative interaction in both in-person and remote environments.

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Workload Expectations	Teacher/PLC	• Focus on essentials - "**Essential Standards** do not represent all that you are going to teach. They represent the minimum a student must learn to reach high levels of **learning**. Knowledge and skills of value beyond a single test date. Knowledge and skills of value in multiple disciplines." source- All Things PLC • Collaboration between subjects (a plan for collaborative meetings as a PLC) • Reduced assignments • Integrated learning between specials and core subjects to reduce number of assignments and students focusing on only core classes		
Work Completion	Teacher/PLC School Counselors Administration	• District policies when work isn't completed • Timely feedback • Procedure for working with students and parents/guardians to remove barriers to work completion		
Schedules for Families	Teachers Administrators	• no change for scenario 1	• Meeting schedules • Platforms within households • Workloads within household • Availability • Consistent/predictable schedule of issuing assignments (assignments staggered so kids are not overwhelmed)	
Accessibility	Administrators Technology Committee	• no change for scenario 1	• Training families & students • IT support for families & students • Consistent Apps/websites - SeeSaw PK-2 & Google Classroom 3-12 • Add action steps here	
Accommodating multi-grades in a Household	Teachers (across PLC's) Administrators	• Creating a list for each teacher with common students in a household.	• Creating a list for each teacher with common students in a household. • Teachers need to collaborate with student schedules.	• Creating a list for each teacher with common students in a household. • Teachers need to collaborate with student schedules.
Grading Rubric/ Practices	Teachers Administrators	• no change for scenario 1	• Numeric grading for essential assignments • PLC/grade level will use a common rubric evaluating essential standards • Continue to refine our essential standards	• District rubric used to make adjustments for individual circumstances • PLC/grade level will use a common rubric evaluating essential standards • Continue to refine our essential standards

Clear Lines of Communication

TEAM MEMBERS: *Sharon White, Christine Bieniak, Vicky Gregory, Katie Hansen*

Student Experience	Family Experience	Staff Experience
1. We feel safe, valued, and connected to others. 2. We enjoy learning every day. 3. We all have access to many opportunities and resources. 4. We are informed; we know how to access information and how to request resources and support.	1. We are welcome partners in our children's learning, wellness, and growth. 2. We feel comfortable supporting our children's learning. 3. We are confident in our children's learning, safety, and wellness at school. 4. We are informed; we know how to access information and how to request resources and support.	1. We feel valued and connected as collaborators in service to our students and families. 2. We are confident about our safety and wellness at work. 3. We all have access to a productive work environment. 4. We are informed; we know how to access information and how to request resources and support.

Purpose of the Reopening Plan: *To prepare all staff and students to be able to confidently navigate learning, teaching, and health and wellness in our reopening for the 2020-2021 school year.*

We promote equity with

1. A focus on health, safety, and wellness
2. Clear lines of communication
3. Balanced expectations: we value learning, work, family, and activity.

Assumptions	***STANDING ASSUMPTIONS:*** ● *We assume that we will need to socially distance across all scenarios.* ● *We assume that we will get state guidance at any moment - our plans must be flexible and adaptable.* ● *We assume staff will report to the building in any scenario, however in Scenarios 2 & 3 the daily schedule may be flexible.*
Summary of your Goal	Everybody that is part of the school community needs to be informed in an effective, timely manner.

FOCUS AREAS	Who is leading this sub-category?	Scenario 1: In-Person Learning with Limited Physical Distancing	Scenario 2: In-Person and Distance Learning	Scenario 3: Distance Learning w/out In-Person Learning
Re-opening	Supt.	Reopening Committee represents several stakeholders--faculty, staff, administration, BOE, SBHC, parents, students Communicate the intent and progress of the Reopening Plan with families and community via Superintendent letter and district website.	Reopening Committee represents several stakeholders--faculty, staff, administration, BOE, SBHC, parents, students Communicate the intent and progress of the Reopening Plan with families and community via Superintendent letter and district website.	Reopening Committee represents several stakeholders--faculty, staff, administration, BOE, SBHC, parent, students Communicate the intent and progress of the Reopening Plan with families and community via Superintendent letter and district website.
CTE and Spec Ed Programs	Building Principals CSE Chair Counselors	Coordinate with BOCES and participating home districts to establish viable schedules and procedures for safe operations and COVID-19 occurrences. Building principal or CSE Chair is the point of contact and will communicate with students and families including in-house student programs	Coordinate with BOCES and participating home districts to establish viable schedules and procedures for safe operations and COVID-19 occurrences in hybrid instruction. Building principal or CSE Chair is the point of contact and will communicate with students and families including in-house student programs.	Coordinate with BOCES and participating home districts to establish viable schedules and procedures for remote learning. Building principal or CSE Chair is the point of contact and will communicate with students and families including in-house programs.

Health, Safety, and Wellness	Supt. Public Information Specialist Building Principals Teachers Support staff	Signage on buses, in school building: halls, classrooms, cafeteria, bathrooms, library, gymnasium Written protocols; procedures provided for all staff and families Training for staff, students Reopening Plan available on district website Letters to parents from administrators and teachers All newsletters--classroom and district	Signage on buses, in school building: halls, classrooms, cafeteria, bathrooms, library, gymnasium Written protocols; procedures provided for all staff and families Training for staff, students Reopening Plan available on district website Letters to parents from administrators and teachers All newsletters--classroom and district	Reminders of safety precautions--social distancing, wearing of masks, proper handwashing--routinely on district website, in newsletters, on district social media
Modes of Communication	Supt. Public Information Specialist Building Principals Teachers	- School Messenger - UV App - Letters/postcards - Email - District Website - School Website - UV Facebook - Faculty communication to students/families - PowerSchool - Seesaw - Google Classroom - Text message - Media--TV, radio, press - School PA System - Upon request, all communication will be made available in a family's preferred language, and requests for interpretation (including sign language), amplification, and transcription services will be accommodated.		
Types of Communication	All District Staff	- Informational/Updates - Advance Planning/Upcoming Events - Customized, Personal - Emergency		
Communication from Teacher to Family	Teachers Building	letter home phone call/text message	letter home (via student) letter mailed home phone call/text message	letter mailed home phone call/text message email

	Principal	email in-person conference	email Seesaw Google Classroom PowerSchool	Seesaw Google Classroom PowerSchool
Communication from Family to Teacher	Teachers Building Principals School counselors	Teacher provides students' families with contact information: options include: email school phone Seesaw Google Classroom Powerschool text message	Teacher provides students' families with contact information: options include: email school phone Seesaw Google Classroom Powerschool text message	Teacher provides students' families with contact information: options include: email school phone Seesaw Google Classroom Powerschool text message
Communication from Teacher to Student	Teachers Students	in-person school phone email letter	in-person email school phone letter	email phone call letter Seesaw Google Classroom Powerschool
Communication from Student to Teacher	Students Teachers Building principals	in-person school phone email	email, school phone Seesaw Google Classroom	email school phone Seesaw Google Classroom
Communicating Reopening Plan to Community & Stakeholders	Supt. Public Information Specialist Building Principals Teachers District Staff	Letters mailed home District website UV Facebook Protocols, procedures shared by all staff as necessary in any form of communication with families	Letters mailed home District website UV Facebook Protocols, procedures shared by all staff as necessary in any form of communication with families	Letters mailed home District website UV Facebook Protocols, procedures shared by all staff as necessary in any form of communication with families