REOPENING SYRACUSE CITY SCHOOLS:

DISTRICT PLANNING GUIDE 2020

Jaime Alicea, Superintendent of Schools

Prepared by the SCSD Reopening Committee:
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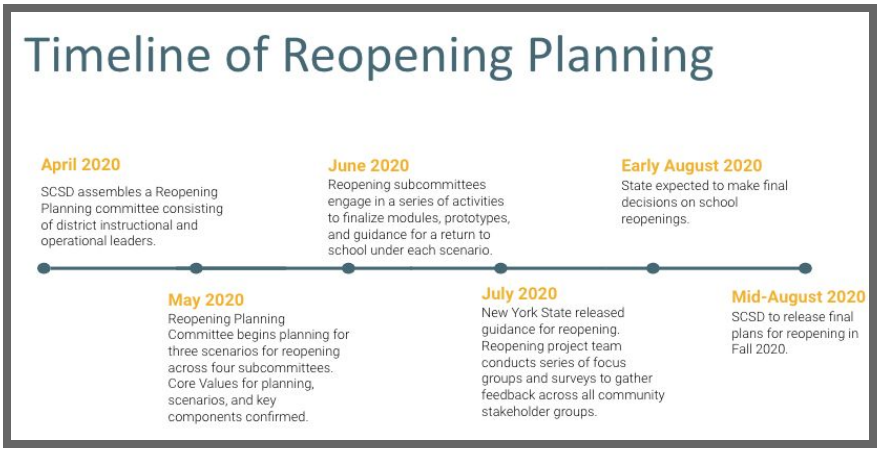
Message from our Superintendent

Jaime Alicea

To our Syracuse family,

In preparation for a new school year, we are grateful for all of the leadership and dedication shown by our staff, families, and students during unprecedented times. It is said that character is revealed when pressure is applied, and the character of Syracuse has revealed that we are a resilient and adaptive community.

While we have not decided yet what the 2020-2021 school year might look like for our students and staff, we are moving forward with planning for three potential scenarios for return. There have been many discussions and planning sessions to make the return to buildings as safe as possible. Our number one priority is the general health and safety of our staff, students, and larger Syracuse family. The decisions that are being made on reopening are with this priority in mind, as well as guidance released by the state and the Center for Disease Control based on what is currently known about the coronavirus disease (COVID-19). In addition, we are operating under the current timeline:



Please be aware that each department and school building team will work together to ensure proper leadership for social distancing if we enter an in-person instruction scenario or a hybrid scenario. For now, we appreciate your patience, feedback, and flexibility as we work toward a school year that will be unlike any other. We are so proud of how our community has come together and the persistence shown by leaders of the reopening committee, school buildings, and our greater community.

Wishing you and your family health and comfort,

Jaime Alicea
Superintendent of Syracuse City School District

About this Guide

The contents of this reopening guide were drafted by the Syracuse City School District (SCSD) Reopening Committee which was composed of school and district leaders who represented both academic and operations departments across the district. The Reopening Committee participated in 3 two-week sprints and a month of stakeholder engagement activities designed to accomplish the following objectives:

- Gain directional clarity by developing terminology, priorities, and core values for returning to school.
- Develop Scenarios for reopening that included four key components for planning: Operations + Finance, Social-Emotional Learning, Academics, and Wellbeing + Culture
- Develop modules under key components with a definition of what was a tightly held decision at the district level and what was a loose decision left to school leadership teams to decide
- Engage with key stakeholders through surveys and focus groups to bring in voices across the SCSD community, including students, families, staff, and additional community members.

This guide is the framework for SCSD's comprehensive Reopening Plan, and will be updated and adjusted as new information becomes available from both state and federal guidance. School leaders should use this framework (and the accompanying playbook) to prioritize and implement key decisions for reopening. The larger SCSD community should view this guide as the framework that will inform decisions on how, when, and in what manner to reopen in school year 2020-2021.

This plan includes procedures that will be followed in the schools listed below:

School	BEDS Code	Principal Contact
Bellevue Elementary School	421800010004	Lynelle Francis, (315) 435-4520
Brighton Academy	421800010075	Richard Richardson III, (315) 435-4535
Clary Middle School	421800010003	Lisa Costanzo, (315) 435-4411
Corcoran High School	421800010033	Tara Jennings, (315) 435-4321
Delaware Primary	421800010072	Eliezer Hernandez, (315) 435-4540
Dr. Weeks Elementary School	421800010052	Diane Vitello, (315) 435-4097
Ed Smith Pre-K-8 School	421800010008	Samuel Barber, (315) 435-4650
Elmcrest	421800997437	Deb Mastropaolo, (315) 435-6244
Expeditionary Learning Middle	421800010058	Kevin Burns, (315) 435-6416

Franklin Elementary School	421800010021	Kimberly Coyne, (315) 435-4550
Frazer Pre-K-8 School	421800010022	Latrina Brumfield, (315) 435-4555
Grant Middle School	421800010035	Bruno Primerano, (315) 435-4433
Henninger High School	421800010040	Matthew Williams, (315) 435-4343
Huntington Pre-K-8 School	421800010015	Joanne Harlow, (315) 435-4565
HW Smith Pre-K-8 School	421800010031	Theresa Haley, (315) 435-4490
Institute of Technology (ITC)	421800010047	John Natoli, (315) 435-4300
LeMoyne Elementary School	421800010012	Jason Armstrong, (315) 435-4590
Lincoln Middle School	421800010048	LaJuan White, (315) 435-4450
McCarthy @ Beard		Lisa Upton, (315) 435-5855
McKinley-Brighton Elementary	421800010042	Katrina Allen, (315) 435-4605
Meachem Elementary School	421800010011	Kathryne Moulton, (315) 435-4610
Nottingham High School	421800010039	Kenneth Baxter, (315) 435-4380
Oasis Academy		Nicolle Haynes, (315) 435-6226
Porter Elementary School	421800010027	Jennifer King-Reese, (315) 435-4625
Promising Futures Academy (PFLA)		Margaret Taru, (315) 435-4135
PSLA @ Fowler High School	421800010071	Jaime Perez, (315) 435-4376
Roberts Pre-K-8 School	421800010010	John Devendorf, (315) 435-4635
Salem Hyde Elementary School	421800010013	Becky Groat, (315) 435-4570
Seymour Dual Language Academy	421800010028	James Nieves, (315) 435-4645
STEAM at Dr. King	421800010074	Kuricheses Alexander, (315) 435-4580
Syracuse Latin	421800010070	Kelly Manard, (315) 435-4606
Syracuse STEM @ Blodgett	421800010073	Harry Valentin, (315) 435-4386
Van Duyn Elementary School	421800010006	Eva Williams, (315) 435-4660
Webster Elementary School	421800010043	Iverna Minor, (315) 435-4670

Key information about the SCSD Reopening Plan:

- The 2020-21 school year is expected to begin September 8, 2020, with a hybrid learning model for the first quarter.
- The hybrid model would prioritize a 2/1/2 schedule for pre-Kindergarten through 8th grade students and 100% remote instruction for High School students
    - **2/1/2 schedule for PK-8:** This model would divide students in grades pre-Kindergarten through 8th grade into two cohorts. One cohort of students would attend in-person classes on Monday and Tuesday, with the other cohort of students attending in-person classes on Thursday and Friday. All students would receive remote instruction when not attending in-person classes. All buildings will be closed for in-person instruction on Wednesdays and undergo deep cleaning and sanitation on this day.
    - **100% remote instruction for HS:** This model would include 100% remote instruction each day of the week for students in grades 9-12.
- Special Education students and other diverse populations of student groups requiring more support, as feasible, will receive some in-person services.
- It is the goal of SCSD to revisit state guidance, health considerations, community feedback, and teacher input in October to plan for a phased and complete return to in-person instruction.

Working Vocabulary

The following terms are used throughout this document:

Key Components - For the purposes of planning for reopening, the Reopening Design Team was divided into four groups, and each group focused on one of four key components: *Operations and Finance, Social Emotional Learning, Academics, Wellbeing and Culture*. Key Components should be viewed as areas that need to be addressed in any reopening scenario, and can be updated or redesigned in the next academic year.

Subcommittees - SCSD selected five Project Owners to facilitate a subcommittee for each key component identified. Subcommittees had the authority to make important decisions on their component area and the capacity to manage the day to day work. Each subcommittee consisted of a team to design their component area regardless of scenario, create prototypes within their component area. Each Project Owner will be responsible for ensuring the key decisions, dependencies, and timelines for their initiative are accurate. Subcommittees will also be responsible for carrying out or delegating tasks aligned to their component area.

Key Decisions - Key decisions are the decisions that are required in order to meet the success criteria within each of the key components. These decisions were identified by the Subcommittees through the design sprint process.

Scenarios - Scenarios are specific possibilities for reopening. This reopening guide is not a perfect plan, but rather a list of prototypes by scenario used to uncover differences in an atypical school year based on likely conditions.

Modules - Modules were parts or units that can be used to construct a more complex structure. Modules make up a larger key component area. For example, "Transportation" is a module that is underneath the larger *Operations and Finance* key component.

Prototype - An innovative or successive solution for each key component area created based on scenarios. Prototypes were shared with the SCSD community to keep them at the center of the design process and gather feedback.

Beliefs and Expectations

Reopening Planning Mission Statement
Syracuse City School District will keep students' health, safety, and learning at the forefront of all plans for continuous learning as we navigate the return to school in SY 20-21. We will communicate with families with a sense of urgency and a commitment to transparency as situations arise that may impact the location or schedules of educational activities.

We will prioritize the safety and well-being of every member of our team. Syracuse City School District will provide support for faculty and staff as they adapt to the changing conditions of educating students through these challenging conditions.

Guiding values for reopening in the Fall of 2020 were informed by Syracuse City School District's Core Beliefs and Commitments.

Guiding Values for Reopening

- Safety: The health and safety of our students, staff, and families is a top priority. We are following the guidelines of the Onondaga County Health Department, the New York State Health Department, and the Center for Disease control to minimize the risks to the health of our community, and ensure a safe learning environment.
- Equity: We believe in equity and ensuring opportunities for all students. We will prioritize access to academic, health, and social and emotional supports for our most vulnerable students, including language learners, students with disabilities, students experiencing poverty, students of color who have been historically disadvantaged, and students who are experiencing the impact of COVID 19.
- Collaboration: We believe in the importance of the whole community in ensuring positive outcomes for our students. We will solicit stakeholder feedback, and make decisions in collaboration with families and community members. We will be responsive to new data as it becomes available.

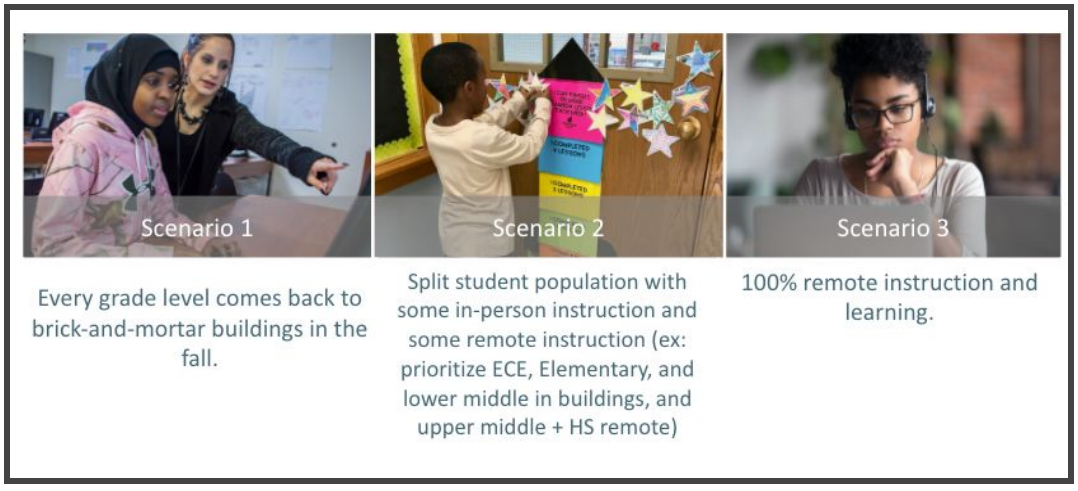
Scenarios

How and Why we built each Scenario

Due to the high number of knowns and unknowns and continued uncertainty, there are countless realities the district can plan around for reopening and the operations of the School Year 2020-2021. Below we have simplified this uncertainty by highlighting three possible realities for planning purposes. These are intended to orient the team and district to different and equally important scenarios that will uncover how this year will be different from a typical school year while identifying what may need to change to accommodate new needs.

The key decisions, modules and prototypes outlined in this document were identified by considering all three scenarios. Some apply to only one scenario, and some apply to more than one. By planning for all three scenarios (or a combination thereof), SCSD will allow for a more fluid pivot between multiple realities.

Overview of each scenario



Stakeholder Engagement

Focus Groups

Overview

SCSD conducted a series of Focus Groups for the following stakeholder groups: families, students, non-instructional staff, instructional staff, and district admin. The purpose of this analysis is:

- To assess the differences in perceptions, desires, and beliefs about reopening in school year 2020-2021 as it relates to current and previous experiences.
- To identify areas of opportunity to tailor the reopening plan to the needs of the Syracuse community.
- To inform next steps and recommendations for the Reopening Committee to consider as they finalize reopening plans.

Our methodology included interviewing more than 460 stakeholders individually or in small focus groups. Participants were encouraged to share honestly. To foster this, the conversations were framed in that trends would be shared but individual statements or identifying details would not be disclosed. The findings of the focus groups are below.

Key Findings

Family Focus Group Summary		
Findings	**Implications**	**Recommendations**
Finding #1: Families don't feel like it will be safe for students to return to in-person instruction.	• All were concerned about health and safety of students and staff and raised some great questions. • Families concerned about contact tracing and efficacy of that.	• SCSD begins the fall with either a hybrid model of instruction or 100% remote learning. • SCSD communicates new safety protocols that would be put into place if/when SCSD begins in-person instruction.
Finding #2: Families desire for more intentional focus	• Request for more robust virtual learning than this past spring.	• SCSD conducts professional development week with focus on

on elevating remote instruction.	• Desire for remote learning to use multiple media (digital, paper pencil, etc.) • Expressed concerns with technology access	virtual and remote best practices and instructional models • Communicate with transparency this focus in back-to-school language.
Finding #3: Families desire a consistent remote learning experience and communication from teachers.	• Many parents brought up teacher union negotiations and how experience was so varied based on teacher. • Communication with families was inconsistent and frustrating	• District plan for remote instruction should include common expectations across school teams to create a consistent classroom experience. • Plan should include communication guardrails and protocols for teachers to follow.
Finding #4: Concerns raised about meeting the needs of students with disabilities or mental health needs.	• Parents and families want to ensure that students' SEL needs are met. • Desire to prioritize social interaction for students who need it most.	• Plan should include culture-building activities at the start of the year (remote or in-person if safely possible). • Hybrid and remote models should include clear plan for how students with IEPs or 504 plans will have their needs met.
Finding #5: Desire for at home support for families.	• Families requested support from teachers on helping their students at home. • Expressed confusion over student expectations for work/attendance.	• Plan should include parent engagement that provides training for parents on using remote platforms and how to receive assistance, as needed.

Non-Instructional Staff Focus Group Summary

Findings	Implications	Recommendations
Finding #1: Concern about student and staff health and safety.	• Health and safety procedures and routines are clear and consistent	• Publish safety procedures and routines and provide training for staff • Set PPE requirements for students and staff
Finding #2: Many logistical and team-specific	• Staff are looking for more guidance from the district on how to reopen school	• Continue to plan and implement as many parts of the reopening plan • Ensure information and guidance is

questions, suggesting need for guidance.		making its way from the district to teams
Finding #3: Request for consistent district-wide policies regarding health and safety.	• Staff want to know that standards across buildings are consistent and that one job or building is not more or less risky than another	• Publish safety procedures and routines and provide training for staff
Finding #4: Ensuring that students physical, social, and emotional health needs are addressed.	• All staff are committed to doing their part to serve all student needs	• Communicate how each team's' roles and responsibilities contribute to meeting the needs of students.
Finding #5: Ask for clear communication and transparency from district leaders.	• Staff want information and guidance and to know if students or colleagues are at risk.	• Develop a consistent communications plan if there is a confirmed case of COVID-19 at a building

Student Focus Group Summary

Findings	Implications	Recommendations
Finding #1: Overlapping class schedules and live Zoom classes during Spring distance learning.	• Need for a clear master schedule for distance learning (hybrid or fully remote). • Desire from students for teachers to communicate with each other.	• Academics subcommittee creates a master schedule for remote learning that ensures no overlap, and allows for common planning time for teachers to communicate.
Finding #2: Student remote workload was exponentially higher than in-person workload.	• Many students were committed to doing their work but were unable to keep up due to increased assignments. • Ratio of 1 hour seat-time to 1 hour remote time is not sustainable.	• Remote learning master schedule should allow for more breaks and fewer hours of live class time than an in-person schedule. • Instructional model considerations should include flexible playlists for students.
Finding #3: Students don't feel safe to return at 100% capacity and	• Hybrid or remote learning are the models students are most comfortable with with an even split of both. • Any return to in-person will be met with	• Create a communications plan around new procedures for sanitation when a return to in-person occurs (whether at the start of the school year of later). • Create training playlist on student hygiene

don't trust that schools will be "clean enough."	skepticism on if new facilities procedures will be enough to keep everyone safe.	procedures.
Finding #4: Inconsistent channels and success with communicating with teachers.	• Students need a reliable way to communicate and receive additional help from teachers.	• Consider adding office hours to remote master schedule for students to reach out to teachers. • Create list of additional channels for teachers to use for student communication (social media apps, Remind, Canvas, Edmodo, etc.)
Finding #5: Remote learning did not equal rigorous learning.	• Students cited Googling or otherwise finding ways to complete assignments without doing all of the work independently.	• Remote learning should include more project-based learning options or assignments that focus on work process and thinking exercises instead of product.

Teacher Focus Group Summary

Findings	Implications	Recommendations
Finding #1: Concerns about helping younger students socially distance.	• Lower elementary grades, especially Kindergarten teachers, need support helping students socially distance	• Provide specific strategies and training for helping younger students socially distance
Finding #2: Wide variety in what remote learning looked like last year	• Teachers noticed that the amount of work they did was less or more than that of their colleagues	• Develop specific guidelines and responsibilities for what teachers do remotely, specifically including asynchronous teaching
Finding #3: Developing strong relationships with students and families is critical	• Teachers are worried that not being able to meet students and families will inhibit their ability to support them	• Train teachers on the ways to develop relationships virtually • Include outreach and family partnership responsibilities for teachers
Finding #4: Understanding teachers who are also helping their kids learn from home	• Many teachers are also support their own students at home, making remote learning more challenging to lead	• Provide as much flexibility and opportunities for teamwork for teachers as possible
Finding #5: Supporting all students (special needs, at-risk, etc.) and those without access to technology at home	• Teachers want all students to be successful and worry that some students require more support than they know or are able to give	• Designate which teams are responsible for different kinds of support, ensuring all student needs are being addressed • Provide teachers with training to support all students
Finding #6: Sanitation procedures last year were not consistent	• Teachers are worried that buildings will not be adequately or consistently sanitized	• Post room sanitation checklists that custodians complete • Ensure soap is always stocked in every bathroom

Finding #7: Concern about student and staff health and safety.	• Health and safety procedures and routines are clear and consistent	• Publish safety procedures and routines and provide training for staff • Set PPE requirements for students and staff

Administrator Focus Group Summary

Findings	Implications	Recommendations
Finding #1: Concerns about the supplies and logistics of keeping students safe on campus: temperature checks, furniture, masks, etc.	• As they exist now, the supplies and furniture available to schools are insufficient to keep students and teachers sufficiently distant, to measure temperature of all in the building, and to provide masks for adults in the building.	• Create clear communication plans and instructions for use of furniture, purchase of masks, and procedures for student and teacher morning temperature checks before school starts.
Finding #2: Administrators had questions about staffing models to utilize all teachers and serve all students--those who return to school and those who stay home.	• Creating teacher and student schedules presents unique challenges this year with the likelihood of a percentage of students and teachers opting for remote learning.	• District leadership should create a framework for blended/virtual learning that the principals can use to best allocate their teachers and create schedules for learning in school and at home.
Finding #3: Teachers and administrators need clarity on the expectations for schedules, participation, and tracking attendance for a hybrid or virtual option. A related concern about attendance policy for students who must miss school because they are sick or quarantined was also discussed.	• Students who are difficult to reach when they are not in the building or who have challenges accessing online lessons may be unfairly penalized for truancy with current attendance policies.	• Communicate attendance policy and remole learning schedules and participation policy clearly to campus teams and families.
Finding #4: Access to technology and internet for all students is a concern for many administrators.	• Students who do not have personal devices or sufficient access to technology at home will struggle to participate in remote learning when it is required.	• Develop and share a plan for device distribution, wifi access, and provide training for teachers on differentiation for students with limited or no access to devices and internet.
Finding #5: Questions about instructional leadership in a remote or hybrid setting--how can leaders evaluate and offer feedback to teachers consistently if learning is remote?	• Without resources to evaluate effective teaching and learning, teachers will miss an opportunity to grow their practice during remote or hybrid learning, and it will have a ripple effect on teacher evaluation.	• Develop a virtual walk-through tool and a cadence for feedback with teachers who are teaching in a hybrid or remote model.

Family Survey

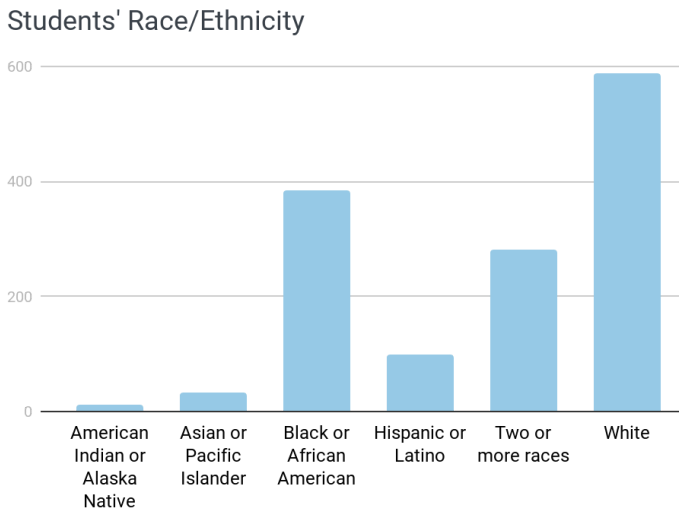
Overview

SCSD launched a family survey in June to request feedback on wonderings, intentions, and questions on a return to school. The survey asked questions under the following themes:

-

More than 1,424 parents of current students across all grades completed the survey. The demographics of respondents and overall findings are below.

- 33 Schools represented
- 67% of families participated in free/reduced lunch programs
- 32% of families have a child in special education
- 6% of families have a child in ELL programs



Key Findings

COMFORT WITH A RETURN TO SCHOOL

Only 38% of parents said it was likely or extremely likely that they would send their student back to school this fall.

39% said it was unlikely or extremely unlikely and 22% were neutral.

The most important factors for these families when considering whether to send their student back to campus were:

- Enhanced facilities and school cleaning
- Regular staff and student health screenings
- Limited classroom seating to maintain social distancing

PARENTS' PREFERRED SCENARIO

CHOICE, HYBRID, IN-PERSON, OR REMOTE

All or nothing	7
Choice	16
Hybrid	292
In-person	223
Remote	290

On Hybrid Learning:

"I think there should be online learning with 2-3 in person learning sessions a week. I don't believe 5 full days a week is necessary. That way all safety measures can be taken and used to the fullest."

On Remote Learning:

"I think distance learning is the best for the older kids. Only problem for my child though is that he doesn't have access to a laptop and we can't afford to buy him one. If there was some way low income students could somehow get a hold of one just for school work and return it either at the end of the school year or when this whole nightmare ends."

"I think it's too soon to open schools, so my children would do remote learning. I am personally not sending my children to school if school was fully to reopen or half open."

"I would like for my child to continue with the online learning with clever he did so much better at home than he did when he was at school."

On Choice:

"I think there should be options, for families such as our with vulnerable populations in the home, we need the option for distance learning.. ideally synchronous instruction and online material and curriculum. Given that many if not most families need childcare/ some in person school, some hybrid option would be best for the community. But if there is in person school, families such as ours need an online options."

On In-Person:

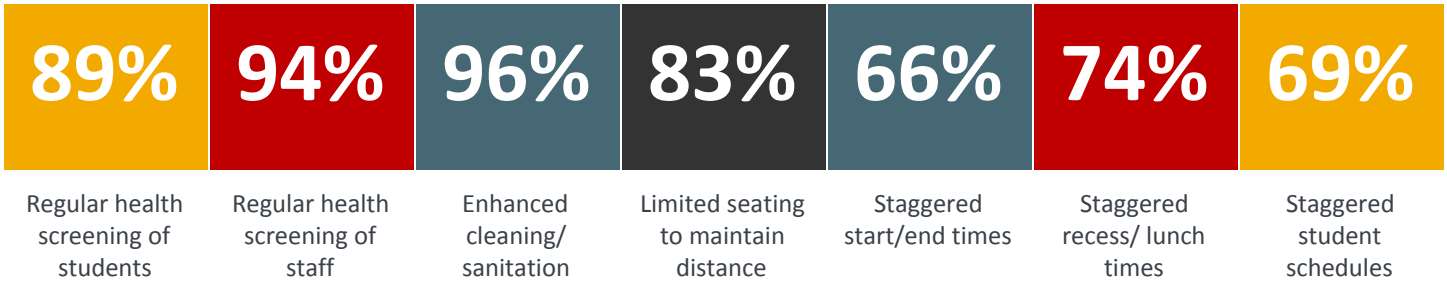
In person learning works best. My child struggled with online learning with a parent that is an essential worker and worked every day throughout the covid-19 pandemic. I couldn't help my child learn at all.."

"I would prefer in person instruction. Distance learning is very difficult especially for a child who has needs and a single parent that works. Also, the option of half days I find extremely problematic. That is not ideal or even an option for families that work, especially single parent families."

On Being Uncertain:

"I'm still unsure about letting my child come back for in person learning, it would be nice for them to be in school. But with the Covid epidemic it's hard to decide."

TOP SAFETY CONCERNS



Overview of Key Components

We will approach our School Year 20-21 scenario planning work with these key components aligned to our SCSD strategic priorities.

Operations/Finance	SEL	Academic	Wellbeing/Culture
We organize our people, time, and resources for success, while creating and refining systems to support success.	*We promote the physical and social-emotional well-being of our students*	*We support students' deeper learning of important content and competencies through student-centered learning.*	*We support the wellbeing of our staff and nurture the organizational culture needed to thrive.*
Modules: • Meal Service • Health and Safety • Technology • Security • Communication • Transportation • Movement • Facilities	**Modules:** • Assessing Students Readiness to Learn • Building Community in the Learning Environment • Family Support • Response to Trauma • SEL for Students • Special Education	**Modules:** • Assessing Students' Academic Gaps • Equity • Flexible Instructional Models • Culturally Responsive Instruction • Personalized and Student-Centered Learning • Attendance • Communication with the Community • English Language Learners • Staffing	**Modules:** • Mental Health and Wellness for Staff • Staff Onboarding of Reentry Plan • Ongoing Supports

From Components to Modules

How to read and use these modules

Each Key Component has been broken down into individual modules. A module represents a categories of work that need to occur regardless of the scenario. For example, meal service is work that must happen whether students are in school or learning from home. Modules help teams identify the most important work to focus on. They are sometimes referred to as the "big rocks" because they are the first things to address, before the smaller tasks.

Every module includes the key actions that must take place. This is not meant to be a comprehensive list; rather, it identifies the actions most critical for success. Each action includes the scenario(s) it applies to and may include district guidance. These are guidelines for teams and schools to use when implementing these actions. Rows that are shaded yellow indicate that every school team must implement this action, using the guidance provided by the district. For example, the district expects every school to determine which doors students should enter and exit the building from to disperse crowding.

Operations and Finance

Meal Service
District Actions ● Social distancing and face masks for all students physically able, must be practiced during meal time. ● Hand hygiene must be practiced during meal time. Hand sanitizer units will be present for students to use during meal pick up as well as additional PPE for student to wear if needed. ● Sharing of foods and beverages is not appropriate in the classrooms. ● All Food & Nutrition Services staff will be required to wear a face mask while performing job duties, especially in shared spaces. ● All Food & Nutrition Services staff will be required to perform self-temperature checks before coming to work and to stay home if ill or registering a temperature of greater than 100.0F. ● Food service staff will ensure that all district guidelines related to health & safety are adhered to; this includes but is not limited to, regular hand hygiene, wearing of gloves and face masks, sanitation of workspaces, use of hand sanitizer when appropriate. Standard operating procedures will reflect these. ● Reminder memos will be issued to staff to stress the importance of compliance with these practices. ● The department will also include instructional material related to COVID-19 in the mandated annual continuing education provided to staff.

- Social distancing between staff members required when applicable and feasible, utilizing open café spaces for food service operations as appropriate when not in use.
- Hand sanitizer units will be present for staff to use during meal pick up as well as additional PPE (such as gloves and masks) to wear if needed at all off site meal pick up locations.
- Any space where students eat must be disinfected and sanitized between class & staff uses with approved cleaners between uses; I.e.after each class comes through the line, the line will be sanitized with Sani-wipes or equivalent.
- Meals will be available to all enrolled students at scheduled mealtimes.
- All students will consume breakfast and lunch in classrooms while practicing social distancing, remaining six feet apart while consuming meals.
- Pre-packaged school meals will be distributed at dismissal containing breakfast and lunch to be consumed off site during remote learning for remainder of week.
- Pre-packaged school meals will be distributed containing breakfast and lunch to be consumed off site during remote learning at various sites throughout the district.
- Home bound and medically fragile students will be provided breakfast and lunch meal kits through delivery. Medically fragile or homebound students who will receive at home meal delivery with food allergies/special meal accommodations will be identified through our student information system.
- All other students participating in remote learning will be provided bulk pre-packaged breakfast and lunch meal kits available at established meal pick up sites including but not limited to: community centers, public libraries, school buildings, bus stop locations and more during pre-selected meal service times. All Meal pick up sites will be available three days per week as grab and go meals.
- Staffing will be allocated based on Meal Equivalent (MEq) data from average daily participation data to ensure appropriate staffing levels at service sites and production kitchens while maintaining social distancing as able. This will ensure adequate staffing at all service and production points in the operation.
- When 100% remote, Off-Site Partner agencies will be staffed with Food Service employees. In addition, grab and go products will be on hand in par stock quantities and made available to all meal site pick up locations.
- All home delivered specialized meals will be labeled appropriately and developed by the Food and Nutrition department.
- Meal pick up sites will display signage alerting students off potential allergens located in grab and go meal units to warrant caution for individual meal consumption.

If fully reopen, the following waivers are not applicable:

- Non-congregate feeding waiver: To allow for bulk meal take home kits during remote learning days to promote social distancing during off-site learning days.
- Meal Service Time Flexibility Waiver: Will allow bulk meals to be provided at one time for take home consumption during remote learning.
- Parent/Guardian Meal Pickup Waiver: . In person meal service will be provided During on-site learning; bulk meal take home kits will be provided during dismissal for remote learning days not requiring parent/guardian pick up.
- Meal Pattern Flexibility Waiver:
- Over Versus Serve Flexibility for Senior High Schools: N/A Over Versus Serve model will continue to promote waste reduction
- All applicable materials and methods of communication will be translated into spoken languages by district Communications Department.

- MySchoolApps will be the primary platform for Household Eligibility Applications to promote an electronic platform for completion.
- All Food & Nutrition Services Department staff will complete covid-19 related instructional education as a part of their minimum hours of annual training per Professional Standards for school nutrition professionals mandated by the Healthy, Hunger Free Kids Act of 2010.
- Instructional materials and guidance will be provided throughout the school year to remind staff and students of the importance of being safe and practicing good hygiene habits. This will occur through small group settings at a designated training school location.
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For additional school-related actions, see Principal Playbook slides 19-26.	District-created resources: • District guidance on meal service • Meal pick up site list

Health and Safety

District Actions

- Students must stay home if they experience any of the following symptoms:
- Fever (a temperature greater than 100.0F) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- All visitors must sign the protocol for visitors to the campus prior to entry.
- Staff are required to complete a daily screening questionnaire. Self-service stations are to be used by visitors and staff who forget to take their temperature prior to arrival or those who do not know their temperature ensuring that they do not have a fever (greater than 100.00F). Visitors and staff will self-scan their forehead, read their results and respond accordingly. A full protocol can be found under "District Resources."
- Students temperatures will be taken daily upon arrival at school by school staff member. Protocol for staff members who are doing temperature checks for students can be found under district resources
- Students and staff are expected to wear a face coverings unless unable to tolerate a face covering, including where such covering would impair physical health or mental health. District will provide masks for students and staff. Full guidance on wearing face coverings can be found under "District Resources."
- Hand washing breaks for students and staff will be incorporated several times during the school day as

determined by building administration. At a minimum staff and students will wash their hands:

- Upon entering the building and each classroom
- After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks, table tops)
- Before and after snacks and lunch
- After using the bathroom
- After helping a student toileting
- After sneezing, wiping, blowing nose, or coughing into hands
- Upon coming in from outdoors
- When hands are visibly soiled
- Because germs can live under artificial fingernails both before and after using an alcohol-based hand sanitizer and handwashing, additional guidance on hand hygiene, including fingernails, wearing of gloves, etc. can be found on the full District Guidance document.
- Respiratory Hygiene
- Cover your mouth and nose when coughing or sneezing.
- Cough or sneeze into your elbow if no tissue is available.
- Use tissues and throw them away in trash receptacle.
- Avoid touching your nose or mouth.
- Wash your hands or use a hand sanitizer after touching your nose or mouth.
- Any person, staff or students, who are suspected to have the COVID-like symptoms are asked to go to or are escorted to the isolation room. Immediately call the parent/guardian if person is student and request the school nurse to assess the individual. Any staff member who is assessing a symptomatic person must wear the proper personal protective equipment as outlined in the personal protective equipment sections. Full guidance can be found under “District Resources.”
- Persons tested for COVID-19 who have active symptoms are to stay home until test is resulted. Persons with active symptoms or who have been diagnosed with positive COVID-19 follow the return to work or school guidelines. Full guidance can be found under “District Resources.”
- For a COVID-19 symptomatic staff or student, immediately separate and place person in a single-person room (isolation room) with the door closed. Be sure that the sick student or staff member is wearing a mask. If possible, they should have access to a dedicated bathroom. Do not place multiple sick persons in the isolation room together if possible. More than one person can be in isolation room if persons have similar symptoms, are wearing a mask and can socially distance by 6 feet. If no isolation room is available, separate individual, ensure individual wears mask, place person in area with privacy screens, and maintain social distancing.
- All Health Services staff will be required to wear a face mask while performing job duties when 6 feet of social distancing cannot be maintained. All Health Services staff will be required to perform self-temperature checks before coming to work and to stay home.
- Nurses, health aides, and any staff member that need to don PPE in the direct care of an individual who is exhibiting signs and symptoms of a highly contagious disease such as COVID -19 will wear personal protective equipment (PPE) to protect the wearer’s body from infection when providing care to a potentially infected individual. PPE items include: gown, gloves, N95 respirator, face shield and should be worn in the direct care of individual who is exhibiting the following:
- Fever (over 100.0F) or chills
- Cough
- Shortness of breath or difficulty breathing

- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Initial orders for PPE will be sent to each school. Thereafter, Teaching, Learning and Administrative staff to order PPE through Typist II in building or department from BOVA Stock on monthly basis but sooner if supplies are needed. Nurses and Health Aides continue to order PPE through Health Services from BOVA Stock. Custodial, Security and Food Service staff continue to order PPE as previously done.
- To ensure adequate PPE supplies are available at all times maintain a daily inventory list. District Bova warehouse will maintain inventory of PPE for efficient delivery to school buildings. Use the inventory list attached or use the CDC inventory application found here: CDC Inventory .
- A COVID-19 Safety Coordinator who assists with compliance with reopening plans and phased in reopening activities will be identified.
- COVID-19 training for staff will be through SafeSchools online learning platform, webinars, professional development sessions, virtual meetings, electronic communication, signage and posts concerning COVID-19 to the Syracuse City School District Health Service webpage and the Syracuse City School District COVID-19 webpage.

For additional school-related actions, see Principal Playbook slides 27-34.	District-created resources: ● District guidelines (school and parent-facing)on when students stay home ● District visitor entry requirements ● District self-service protocol ● Entry poster ● District guidance for respiratory hygiene ● District protocol for when staff or students become ill ● CDC Decision Tree when confirmed COVID-19 case ● Student or Staff Isolation Room protocol ● District PPE use protocol

Technology

District Actions

- Creation of a district-wide survey to determine level of access to devices and high-speed internet all students and teachers have at home.
- Distribution of devices and wifi access as determined by the survey.

For additional school-related actions, see Principal Playbook slide 35.	District-created resources: ● Survey on technology access

Security

District Actions

- Once the visitor, guest, contractor and/or vendor completes the pre-entry mandatory health screening, DPS staff will monitor the mandatory use of the electronic visitor management system (RAPTOR) to provide 100% positive identification of all unscheduled visitors to the schools, and record their information for any necessary contact tracing which may result from a later diagnosis of the COVID-19.
- Will ensure that mandatory signage is placed at each designated visitor entry notifying all visitors that they will require photo identification and to register to access the building for a scheduled and/or unscheduled visit. The visitor will also need to visibly display the temporary visitor ID sticker while upon the premises.
- Security Staff assigned to the building will personally escort all unscheduled visitors, once they have completed the necessary pre-entry health screening, to the location specific to their visit, should it be the main office or the health office. At no time shall visitors be allowed to freely tour the building, during the school day, or proceed directly to any classroom unescorted by DPS staff.
- Mobile security patrol will complete a transport of any students so identified as becoming ill with the symptoms of COVID-19 at schools, only in such cases as a person within a parental role is unable to physically respond to the school to retrieve the identified student, in such case of not having any means of transportation, or the creation of a hardship in the supervision of any other minor children which may reside within the same residence. Full guidance on the mobile security patrol can be found under “District Resources.”
- DPS will design a staggered safety drill schedule to be utilized by all schools in the completion of all required mandatory safety drills as required by NYS Education Law Section 807, within the electronic emergency management module of the RAPTOR emergency management system. The District has adopted the Standard Response Protocol (SRP) XL model, which is within the NYS Education law standards for drills, and will continue to utilize the SRP model. The electronic system will allow for the efficient scheduling of all future drills by school, while also providing the required reporting documentation. In addition, DPS will develop appropriate modifications to the drills.

For additional school-related actions, see Principal Playbook slide 36-37.	District-created resources: ● District Safety guidelines

Communication

District Actions

- Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.
- Consider developing webpages, text and email groups, and/or social media groups or posts to share updates.
- The Office of Family Engagement will continue to post updated information host CoVideo Chats at least twice weekly via zoom to allow all families to access shared information.
- Post signage on hand hygiene and proper wearing, use, and care for face masks throughout the building.
-

- When possible, post floor decals marking 6’ distance in high congestion areas and classrooms. Directional arrows will be on floors indicating traffic flow patterns in hallways as needed and stair cases and for entrance and exit of large rooms (auditorium, cafeteria, LGI).
- Hand washing and respiratory hygiene training required for all staff and students. Videos will be required for staff and teachers will be provided age appropriate videos for students.

For additional school-related actions, see Principal Playbook slide 38-39.	District-created resources: ● District Guidance for Families ● District COVID webpage

Social Emotional Learning

Assessing Students Readiness to Learn

District Guidance

- The analysis of data, consisting of the analysis of the panorama surveys administered to students and families prior to the March 16 closure and during the spring will be disaggregated centrally and trends will be highlighted in narrative form as well as through graphs and distributed to school teams through Office 365, can be conducted using the School Leadership Team or Discipline/School Climate Team, then funnel through the Intervention Team.
- SIT plans to support students at multiple tiers.
- Identify Multi Tier System of Support by School
- Offer wraparound services to supports students and families with essentials through Multi Tier System of Support.

For additional school-related actions, see Principal Playbook slide 57-58.	District-created resources: ● Guidelines on analysis of data TBD

Building Community in the Learning Environment

District Guidance

- Build in morning meetings at K-8 level, in the master schedule for in-person, in the virtual schedule for remote. Build time for community/connection in high school in the master schedule for in-person, in the virtual schedule for remote.
- Survey students and families to determine access to devices and internet. Prioritize distribution of

devices for district (including assistive technology needs

For additional school-related actions, see Principal Playbook slide 59.	District-created resources: ● District survey on technology needs TBD

Family Support

District Guidance

- Schools will create both in person and online family engagement options for parents to choose. The Office of Family Engagement will support schools with resources to increase engagement options for parents .
- Communication with families will be given through multiple means in the languages spoken by families.

For additional school-related actions, see Principal Playbook slide 60.	District-created resources: ● District family engagement options TBD ● District technology needs assessment TBD

Response to Trauma

District Guidance

- Student Support Services will provide schedule for schools to have staff/school partners sign up for Trauma Informed Practices for Educators (TIPE) PD
- T & L Dept. will provide guidance to school teams in the creation of SCEPs. EDs will review SCEPS to be sure action steps are included that address trauma
- Office of Family Engagement and Students Support Services (SSS) departments. will work together to create forums for students/families/staff to share how they are doing. SSS will provide SEL tip of the day/week to schools/families
- Each school will address how it will provide resources and referrals to address mental health, behavioral, and emotional support services and programs
- The district will address 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 supports for developing coping and resilience skills for students and staff

For additional school-related actions, see Principal Playbook slide 61-62.	District-created resources: ● District guidance on SIT meetings TBD

Social Emotional Learning for Students

District Guidance

- Build in morning meetings at K-8 level or community/connection in 9-12 in the master schedule for in-person, in the virtual schedule for remote.
- District will establish an advisory council, shared decision-making, school climate team or other

collaborative working group comprised of families, students, members of the board of education, school building leaders, community based service provider including social workers and/or school psychologist to inform the comprehensive developmental school counseling program plan.

For additional school-related actions, see Principal Playbook slide 63.	District-created resources: • District Advisory Council

Special Education

District Guidance

- The district will provide schools with the guidelines to ensure that all students with disabilities remain protected and safe while being instructed.
- Document the programs and services offered and provided to students with disabilities as well as communications with parents.
- Ensure meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
- Collaborate and share resources between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers.

For additional school-related actions, see Principal Playbook slide 64.	District-created resources: • District guidelines for special education.

Academics

Assessing Students' Academic Gaps

District Actions

- Use STAR and additional diagnostic assessments to identify key skills. Provide flexibility on how students are able demonstrate mastery.
- Use pre-assessments to consider shifts in instruction needed to personalize learning for students
- Empower families to support assessment and grading.

For additional school-related actions, see Principal Playbook slide 66.	District-created resources: • T&L, SSS, will OSA will provide assessment lists to schools by developmental level • OSA will share historical performance data for transition grades to all schools

	• STAR Window, reports, support, data analysis protocols • District guidance and protocols, utilizing district and school assessment SWAT teams as necessary

Equity	
District Guidance • Ensure access to high-quality curriculum and instruction that meets their individual student learning needs. • District will secure and will distribute computing devices and hot spots.	
For additional school-related actions, see Principal Playbook slide 67.	District-created resources: • School cohort-based intervention plans and resources • Collection and distribution of computing devices and hot spots

Flexible Instructional Models	
District Guidance • Creation of a dynamic master schedule that reflects specific interventions and is integrated across curricula and infused with Project-Based Learning. • Develop and implement a blended model of teaching and learning • Intentional creation of professional development for teachers will to support differentiated instruction, co-teaching, and remote learning (coherent instruction across in-person and remote environments). • Design flexible opportunities for students to engage in class, including both online and offline tools • Design flexible schedules to accommodate all students needs • Design high-quality learning experiences for students	
For additional school-related actions, see Principal Playbook slide 68-70.	District-created resources: • Master schedule templates

Culturally Responsive Instruction
District Guidance • Incorporation of best practices into instruction for all students in order to reflect cultural values and support deeper learning of all students. • Classroom and building wide environments will reflect multiple cultures that represent our students and their families. • Provision of culturally responsive pedagogy (elevating student voice and choice) and resources (texts and tasks)

For additional school-related actions, see Principal Playbook slide 71.	District-created resources: ●

Personalized and Student-Centered Learning	
District Guidance ● Provide a more 1:1 experience for students with individualized learning plan. ● Determine technology and resources to personalize learning. ● Training schedule for support to students, teachers, and families to use digital resources ● Provide time for students to meet with teachers directly for student-teacher conferences. ● Provide PD to staff for maximizing Individualized Learning Plans. ● Development of an adaptive schedule. ● Use assessments for data analysis and to direct instructions. ● PD plan for staff centered on data analysis and calendar for data meetings	
For additional school-related actions, see Principal Playbook slide 72-73.	District-created resources: ● Laptops and hot spots will be imaged and made available for schools to distribute ● Individualized Learning Plan templates

Attendance	
District Guidance ● Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.	
For additional school-related actions, see Principal Playbook slide 74.	District-created resources: ● Attendance Procedures

Communication with the Community	
District Guidance ● The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments. ● Ensure CBOs, such as pre-Kindergarten providers, adhere to the same standards and practices as district teams	
For additional school-related actions, see Principal Playbook slide 75.	District-created resources: ● TalkingPoints, SchoolTool training modules ● District communication templates and guidance

English Language Learners	
District Guidance • School and district teams will provide resources and support in a multitude of languages • Level 1 and Level 2 ELLs are prioritized groups who will receive a greater amount of in-person instruction.	
For additional school-related actions, see Principal Playbook slide 76.	District-created resources: • TalkingPoints, SchoolTool training modules • T&L, SSS, andOSA will provide assessment lists to schools by ENL level

Staffing	
District Guidance • Continue to evaluate teachers and Principals • Ensure that all teachers hold valid and appropriate certificates for their teaching assignments • Guidance on how district will assign remote teachers and in-person teachers.	
For additional school-related actions, see Principal Playbook slide 77.	District-created resources: • Approved APPR plan and guidance • Certification staff support and technical assistance

Wellbeing and Culture

Mental Health and Wellness for Staff
District Actions • District Wide Wellness Committee will design: • community building activities • presentations for Mental Health, Wellness, and Safety. • HR “Guidance Resource” will be provided to schools. • Each school and department will have a Wellness Champion who will lead staff in professional development for health and safety • District wellness committee will develop a weekly communication that will be shared and posted on a

web page on the SCSD site. ● Director of Student Support Services will evaluate staffing capacity to provide mental health services to students and creation of plan to fill areas of need.

For additional school-related actions, see Principal Playbook slide 79-80.	District-created resources: ● District description of Wellness Champion ● District webpage on EAP

Staff Onboarding of Reentry Plan
District Actions ● Professional Development on District-wide safety protocols should be included in staff onboarding. PD will include information on district, NYSED, and CDC guidance. ● District-Wide Wellness committee develops recommendations for social interactions "how to have hand shakes, hugs etc. while social distancing" ● District wide focus groups will be held in conjunction with the OFE and an FAQ document will be created. HR will post FAQs on website.

For additional school-related actions, see Principal Playbook slide 81.	District-created resources: ● FAQs document TBD

Ongoing Supports
District Actions ● Before and after school programs (including before and aftercare) will begin in November. Programs will follow all grant guidelines. Schools will will continue to provide services for students. If schools are closed or days shorten due to Covid-19, programs will be available online. ● School Intervention teams (social workers, counselors etc.) will provide students and families with resources for mental health services. ● District-Wide Wellness Committee will design turnkey professional development on "how to talk with and support students during and after ongoing Covid-19 public health emergency."

For additional school-related actions, see Principal Playbook slide 82.	District-created resources: ● Professional Development powerpoints and distribution materials for Covid-19 TBD