

HANCOCK CENTRAL SCHOOL DISTRICT **Wildcat Reset**

**Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis**

Terrance P. Dougherty, Ph.D.
Superintendent of Schools

July 30, 2020



HANCOCK CSD WILDCAT RESET
Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis

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Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
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- Student centered: We put students first.

PROTECT ... RECOVER ... ADVANCE

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Introduction



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Wildcat Reset: Introduction

Terrance P. Dougherty, Ph.D. Superintendent of Schools

To be certain, the onset of COVID-19 has proven to be an enormously disruptive and highly complicated public policy conundrum. Never before in the history of public education in New York state, nor in history of the Hancock Central School District for that matter, have we faced so many public health, fiscal and educational challenges – seemingly all at the same time. Beyond the obvious public health concerns – and there are many – the presence of Coronavirus presents a myriad of challenges for students in accessing learning experiences that meet their needs and in demonstrating mastery to their teachers. Moreover, educating amidst COVID-19 further presents challenges for teachers in providing the high-quality instructional services we offer in our buildings and in assessing student progress.

In the face of these and many other challenges posed by the present public health crisis, school districts across New York state, including Hancock, face the daunting task of safely, empathetically and proactively reopening school in September. To this end, the Hancock Central School District remains dedicated to preparing our students for college, life, and work beyond school. We are equally committed to safely ensuring the best possible learning opportunities for all students in this challenging situation. Moreover, it is our deeply held commitment that our students' learning trajectories will not suffer during this pandemic, and we are committed to taking every possible action to ensure ongoing instructional continuity and viability. The District's response to these key issues, as well as a host of other extremely important planning considerations pertaining to the health, safety and welfare of our stakeholders and the maintenance of the physical plant operations, can be found in the attached report: **Hancock Central School District *Wildcat Reset*: Hancock's Strategic Approach to Safely Reopening During the COVID-19 Public Health Crisis.**

By design, the *Wildcat Reset* strategic plan thoroughly and thoughtfully offers specific guidance that speaks to a host of school reopening scenarios including in-person (all students are learning in-school, every day); hybrid (students spend part of their time learning in-school and part of their time learning off-campus, online); remote (all students are learning off-campus, online, every day); and in-person with disruption (students are educated in-school, every day, then circumstances prompt a change to remote or hybrid learning). Most important, the *Wildcat Reset* offers vitally important CDC-informed infection control information and an exhaustive list of supporting protocols expressly designed to best ensure a clean and inviolable teaching/learning environment. Protecting the safety of our entire school community on a daily basis is our top priority!

In conclusion, consistent with the Wildcat Pledge, I am extremely confident we have successfully drafted a state-of-the-art school reopening approach that focuses on “nurturing and empowering each learner's unlimited capacity to become a responsible citizen with a promising future.”

Working together, we will get through this! Thank you.



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Executive Summary





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PROTECT . . . RECOVER . . . ADVANCE Wildcat Reset: Plan for Safely Reopening School in 2020-2021

EXECUTIVE SUMMARY

Parents, students and staff of the greater Hancock community are ready for schools to open in September. The big question is, how? Schools find themselves balancing the need to open with the need to ensure a safe environment for our students and staff by complying with all health, safety and state requirements. The Wildcat Reset Task Force has been working at solving this complex puzzle for two months. This Plan for Safely Reopening School is the result. Please understand that this plan must be flexible to meet the ever changing dynamics of the Coronavirus and the government/medical responses related to this public health crisis.

The Plan for Safely Reopening School outlines how the Hancock Central School District will safely teach, feed, transport and care for all students while school is in session during the COVID-19 public health crisis. The plan also explains how HCSD will communicate updates with students, staff, parents and other community members in a transparent and timely fashion.

SCHOOL REOPENING SCENARIOS

- **In-Person**
All students return to school for in-building instruction.
- **Remote**
All students stay home for digital/virtual instruction.
- **Hybrid**
Combination of In-Person and Remote instruction.
- **In-Person with Disruption**
Circumstances prompt change from In-Person to Remote or Hybrid instruction.

Note: Each scenario must align with state learning standards and follow all COVID-19 health/safety guidelines.

Issues Addressed in the Plan

- **SOCIAL DISTANCING:** In classes, halls, buses, arrival/departure periods, cafeteria, restrooms, fire drills, and large group spaces.
- **FACIAL COVERINGS:** All requirements.
- **HAND WASHING:** Training and accessibility to sinks/hand sanitizer.
- **DAILY HEALTH SCREENINGS:** Students and staff checked for COVID-19 symptoms before arriving at school.
- **ISOLATION PROCESS:** For students or staff members who show COVID-19 symptoms once at school.
- **CHILD CARE:** All options.
- **PARENTAL RESPONSIBILITIES:** Daily screenings at home and caring for children with COVID-19 symptoms.
- **COMMUNICATION:** Clear and timely communication between school and home.
- **CLEANING/SANITIZING:** Training staff to ensure the safest possible school environment for all.
- **PROFESSIONAL DEVELOPMENT:** To support teachers with remote-learning strategies.
- **HELPING STUDENTS READJUST:** To returning to school after a long period of time away (5½ months).

Wildcat Reset Sub-Committees

Health, Safety and Welfare

Dr. Albert Penna – Chair
Cindy Alderman
Julie Bergman
Jennifer Hunt
Connie Wallace
Gloria White

Continuity of Instruction

Diane Meredith – Chair
Tina Appley
Jackie Beamer
Julie Bergman
Melissa Karcher
Ann Mangefrida
Linda O'Brien
Kristy White
Jodi Wormuth

Operations and Support

John Mauro – Chair
Paul Bartholomew
Jodi Newman
Aimee Skiff
Jo-Anne Smith



More Information

For more information about the Wildcat Reset, visit HCSD's School Reopening page online at <https://www.hancock.stier.org/SchoolReopening.aspx>.

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Wildcat Reset: Acknowledgments

To say the least, taking on the enormous task of planning to reopen school in the face of COVID-19 is a Herculean lift; one so heavy that it cannot be endeavored by one person alone. Consequently, the development of this plan required maximum effort, commitment and investment from every individual team member. As superintendent of schools, I owe huge, unpayable debts of gratitude to all who participated in this complex but vitally important planning process.

I would first like to thank the members of the Hancock Central School District Board of Education, who have always offered unconditional support and generous assistance to all of our District initiatives. Effective school leadership starts at the top of the organization and, in Hancock, we are blessed to be led by an outstanding school district governance team.

Special recognition must also go to the members of the District's school reopening guiding coalition – *The Hancock Wildcat Reset Planning Task Force*. This team is a force to be reckoned with! The members of the Governance Committee – Diane Meredith, John Mauro, Dr. Albert Penna and Gray Stevens – are all worthy of my highest personal, intellectual and professional praise. Of particular note, Gray Stevens, the *Wildcat Reset Task Force* Chairperson, consistently provided outstanding leadership and a welcomed sense of calm throughout the course of the planning development process. The remaining members of the task force roster – Cindy Alderman, Tina Appley, Paul Bartholomew, Jackie Beamer, Julie Bergman, Jennifer Hunt, Melissa Karcher, Ann Mangefrida, Jodi Newman, Linda O'Brien, Anthony Pascarelli, Aimee Skiff, Jo-Anne Smith, Connie Wallace, Gloria White, Kristy White and Jodi Wormuth – are to be complimented for the many significant and noteworthy contributions they made to this project.

In writing the final draft of the school reopening plan, our task force borrowed ideas, concepts and text from various agency guidance documents that are widely available in the public domain. In addition to guidance provided by the New York State Departments of Health and Education, useful information was gleaned from plans developed by the California, Connecticut, Missouri, North Carolina and Pennsylvania state departments of education. I am extremely grateful for the unfettered access we had to these reports.

Terrance P. Dougherty, Ph.D.
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Health/Safety/Welfare



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Hancock Central School District *Wildcat Reset* Task Force Planning Tool©* Health/Safety/Welfare Sub-Committee

Context

The Hancock Central School District recognizes the need to take every precaution to ensure that students, teachers, and staff are safe at school and not transmitting the coronavirus. This need requires adopting evidence-based public health measures at every school, aligning those measures with necessary well-being strategies, and establishing clear communication protocols for all stakeholders.

Safety measures detailing how students and staff enter and exit school will require staggered schedules for who comes to school on what days and at what times. Procedures for school arrival and departure to ensure social distancing, plans for screening and testing students and staff for COVID-19, daily upon arrival, and procedures and space to isolate those with symptoms require planning. Regular and ongoing communication with students, parents, teachers, and other stakeholders about established safety procedures is a must as well as training for all to ensure effective implementation.

Safety protocols and procedures to keep students and staff safe during the school day will require constant attention. Developed schedules and guidelines should ensure physical distancing in shared spaces within the school and classroom. Procedures and schedules for frequent handwashing throughout the day, and deep cleaning and sanitizing the building are necessary. Methods for identifying and isolating suspected cases of infection throughout the school day will lead to the need to train all staff to properly put on, use, take off, and dispose of personal protective equipment. Students and staff will need training to understand COVID-19 risk factors and their protective behaviors.

Decisions to support student and staff emotional well-being are also vitally important. The experience of school closure caused by the COVID-19 crisis has been traumatic for teachers and students as they experience the loss of loved ones, economic instability, food instability, and isolation. At a time when school attendance could support, it may be a source of further distress due to intense procedures for safety. Schools should strive to balance activities that build relationships and trust with teaching and learning. Schedules will be needed for teacher training and collaborative planning to implement trauma-informed social-emotional practices and identify those in need additional mental health support.

The **Health/Safety/Welfare** Sub-Committee is charged with designing and coordinating the best approaches to safely open school during the 2020-21 school year regardless of the delivery scenario for teaching and learning.

Planning for Reentry

The *Wildcat Reset* Task Force Health/Safety/Welfare Planning Tool© will be used to guide discussion and planning around a set of actionable indicators of success and inform a report to the task force. The sub-committee will read and evaluate each indicator and place a mark (X) in the descriptor cell that best aligns. Marking and planning should explain:

- How each indicator will look through the lens of the selected school reentry scenario(s).
- The current status of the indicator (No-Action, In-Progress, or Complete).
- The expected implementation phase outlined in the *Wildcat Reset Communications Planning Timeline 2020-21*.

*The *Wildcat Reset* Task Force Health/Safety/Welfare Planning Tool© is the exclusive intellectual property of Terrance P. Dougherty, Ph.D. The author gratefully acknowledges Julie Bergman, Jackie Beamer, Diane Meredith, Albert Penna, Ed.D. and Connie Wehmeyer, Ph.D. (FourPoint Education Partners) for their outstanding research, editing and technical support.

Indicator of Success	Possible Scenario School Reentry				Current Status			Implementation Phase	
	In-Person Open	Remote Start	Hybrid	In-Person Open then Disruption	No-Action	In-progress	Complete	May-August, 2020	September-June, 2020-21
What action should the district take to ensure school safety during the 2020-21 school year regardless of the school scenario? What will/has been done to:									
Ensure safety when entering and exiting school?									
Develop staggered schedules (days of the week/time of day) for school attendance to limit the number of students/staff in the building at any given time? Carefully track attendance trends?									
Develop a protocol for gaining building access: screening for symptoms/testing?									
Develop procedures to isolate and designate spaces for students/staff who show COVID-19 symptoms upon arrival to school or who need to exit during the day?									
Provide staff and students with masks/gloves and training for use and disposal?									
Provide communication about safety protocols and expectations to all stakeholders?									
Provide strategies to support reticent/disengaged staff/students due to COVID-19?									
Other planning considerations?									
Ensure safety throughout the school day?									
Develop schedules and guidelines to ensure social distancing in shared spaces within the school and classroom (reduce class sizes)?									
Stagger lunch times and/or locations with appropriate protocols to keep spaces clean?									
Develop procedures and schedules for frequent handwashing, cleaning and sanitizing of shared spaces in the building?									
Develop procedures to identify suspected cases of infection?									
Provide communication and training to students, parents, staff and other stakeholders about COVID-19 risk factors and safety measures enacted to ensure safety during/after school?									
Provide HCSD nursing staff with training/supplies/physical space to execute daily duties?									
Other planning considerations?									
Assess and meet the health and well-being needs of student and teachers?									
Provide teachers with training to identify common signs of trauma-induced anxiety and stress that they or their students may be experiencing and offer strategies to cope.									
Identify trauma informed SEL strategies (routines and relationship-building) to scale.									
Develop and implement schedules and interventions to balance time spent on core instruction and activities to support the social-emotional health of students and staff.									
Schedule ongoing training and collaboration time for teachers to revise lessons and units implementing adopted strategies and interventions into the curriculum.									
Develop structures to identify, support, and track progress of students most severely impacted by the trauma of the pandemic and who need wrap-around support services.									
Other planning considerations?									

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Planning Notes

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Wildcat Reset: Health/Safety/Welfare

SECTION 1: ENSURE SAFETY WHEN ENTERING AND EXITING SCHOOL

Critical Success Indicator #1

Develop staggered schedules (days of the week/time of day) for school attendance to limit the number of students and staff in the building at any given time. Carefully track attendance trends.

Current Status

In progress

School District Interests

Set clear expectations and guidelines for students, staff and parents with viable instructional schedules in all open scenarios.

Student/Family Interests

Establish an effective school, home, work balance for optimal student learning success.

Recommendations

- **In-Person:** Follow traditional instructional schedule adjusted to four- or five-day week.
- **Remote:** Remote instruction will be delivered via doc cam, Seesaw (K-2) and Schoology (3-12) to provide clarity and consistency for teachers, students, and families. Remote instruction will be provided synchronously according to the daily schedules included below. The Collective Bargaining Agreement guides expectations for instructional intensity. Per that agreement, teachers will provide instruction, collaborate for lesson development, conduct student check-ins, and hold parent and student conferences. All K-12 curriculum and instruction is aligned to the most current NYS Learning Standards, and secondary instruction is focused on meeting all Regents/program requirements for all students.
- **Hybrid:** For those students receiving in-person instruction, the traditional schedule will be followed. Synchronous remote instruction will be delivered from the classroom via doc cams. The same schedule will be in effect for both cohorts of students. Minor adjustments to the in-person schedules will accommodate extra time needed for safe transitions and adherence to all H/S/W protocols.
- **In-Person/Disrupted:** Transition will be made to the appropriate instructional schedule—hybrid or remote.

Special Considerations and Recovery

Remote instruction will be offered via doc cam, Seesaw, Schoology, Zoom, and/or Microsoft Teams. Instruction should be recorded whenever possible for students to review asynchronously. Synchronous instruction will be provided via doc cam in both hybrid and remote schedules. Special consideration in a return to in-person instruction will be given to early learners—students in Grades K-6. Cohort determination includes special consideration for all differently abled learners.

Electives/Chorus/Band/PE will integrate Social Emotional Learning into their learning objectives/standards.

Cross References

- Continuity of Instruction Guidance Protocol #5 Wednesday Schedule
- Continuity of Instruction Guidance Protocol #7 2020-2021 Draft Schedules for Instruction

Critical Success Indicator #2

Provide/Develop a protocol for gaining building access; Screening for symptoms/testing.

Current Status

The status of developing access and health screening is largely complete. It is essential that the HCSD school community work together to prevent the introduction and spread of COVID-19 in the school environment. In accordance with DOH guidelines, the school will require parents to take their student's body temperature at home prior to coming to school each day. The COVID-19 infection control measure establishes a temperature of 100.0° F/or higher as a symptomatic infection alert. Parents are advised to be on the alert for COVID-19 symptoms and to keep their child at home if symptoms are identified. In addition to parental temperature checks daily at home, students will complete a brief health questionnaire that students will turn into school each day upon arrival. Regular health screening of employees and self-temperature checks should be completed by employees at home each day before arrival and health questionnaires administered each day at school. An QR Scanning System will be in place for HCSD employees to use. All health monitoring at HCSD is under the direction of the school's medical/nursing staff during the school day.

School District Interests

The health, safety, and well-being of all students and staff are of paramount concern to the HCSD. The infection control of Covid-19 and health screening are a top priority. Protocols and guidance for screening procedures and temperature recording at home will be communicated to all stakeholders in advance of the school restart. The HCSD nursing staff will oversee any COVID health screenings at the school and ensure proper care and handling of all symptomatic cases that occur during the school day.

Student/Family Interests

In advance of the reopening of school, all students and staff will receive a 'Covid-19 Fact Sheet' that provides pertinent information on the pandemic and infection controls. Additionally, the daily temperature screening at home for symptoms will be communicated. Parents will complete a COVID-19 health questionnaire each day and have their child return it to the school. Parents are advised to contact HCSD on all COVID-19 symptomatic cases. Students will remain at home if parents identify COVID-19 symptoms.

Recommendations

- **In-Person Open:** Daily temperature checks are necessary and written health status questionnaires for all, administered at home are required. The QR Scanning System will be in place for all employees.
- **Remote Open:** Daily temperature checks/written questionnaire are not required. Faculty will be alert to report any students who are symptomatic to HCSD clinic/administration. Parents/guardians will be alerted of this, as well as HCSD staff.

- **Hybrid Open:** Daily temperature checks are necessary and written health status questionnaires for all, administered at home are required. The QR Scanning System will be in place for all employees.
- **In-Person Open/Disrupted:** Daily temperature checks are necessary and written health status questionnaires for all, administered at home are required.

Special Considerations

- HCSD Bus Drivers will communicate to nursing staff any suspected symptomatic students on buss in the A.M. transport.
- HCSD Nursing Staff will communicate “return to school” conditions to parents of students who show infections symptoms, while at school.
- Screening personnel will do their best to facilitate and process students/staff upon arrival in a timely manner.
- HCSD to look into “self-checks” for faculty/staff using Apps.
- Visitors, if permitted, will be subject to health screening.

Cross References

- Health/Safety/Welfare Guidance Protocol #1 COVID-19 Health Screening
- Health/Safety/Welfare Guidance Protocol #14 Visitors to HCSD-Reopening Guidelines

Critical Success Indicator #3

Develop procedures to isolate and designate spaces for student/staff who show COVID-19 symptoms upon school arrival or who need to exit school.

Current Status

As of June 2020, the status of indicator #3 is in progress. The center for disease control and health officials recommend that schools ensure infection control by identifying, isolating and provide medical care to individuals at school during the day who manifest COVID-19 symptoms. HCSD staff and clinicians will be vigilant to sequester students who show COVID-19 symptoms and to contact parents/guardians, for transport home. Bus transport will be available. HCSD has a Pandemic Response Team that is prepared to mobilize quickly in a designated school location to address any campus-based COVID-19 issues/cases as they arise. The P.R.T. Team will assist in any communications to the district and school community. Recommended actions involving school dismissal or closure will be made in consultation with HCSD and local health officials.

School District Interests

The highest priority of the HCS district is to protect and safeguard the health and well-being of its students, faculty, and staff, therein, the H/S/W. committee has identified a location in each school building that will be equipped to serve as a “clinic annex” for suspected COVID-19 cases. Every attempt will be made to isolate potential COVID-19 cases from the general student population, protocols for this infection control intervention will be communicated to parents and students. Any students/staff who exhibits COVID symptoms or who has a temperature of 100° F or greater during the school day will be isolated in the designated “clinic annex” and sent home. The designated “clinic annex” COVID isolations rooms for the middle-high school and elementary buildings will be identified and communicated to all staff via schematic floor diagram.

Student/Family Interests

HCSD Nursing staff will be prepared to care for, protect, and isolate any student/staff in HCSD who show any COVID-19 symptoms. Communication of this infection control measure will be sent to parents/guardians. Students will be monitored by HCSD staff at all times when isolated from the classroom. Strict confidentiality on all COVID-related medical issues will be maintained by HCSD.

Recommendations

- **In-Person Open & Remote Open:** For In-Person Open, HCSD has identified, equipped and staffed a ‘clinic annex’ location that will serve as an isolation room for any students/staff that show COVID symptoms. In Remote Opening scenarios, isolation of suspected COVID-19 students or staff is not required.

- **Hybrid & In-Person/Disrupted:** The HCSD in a Hybrid or In-Person/Disrupted school opening has identified, equipped, and staffed a designated “clinic annex” location that will serve as an isolation room to accommodate any student/staff who manifest COVID-19 symptoms.

Special Considerations and Recovery

- HCSD will communicate and comply with Delaware County Department of Health for tracking/tracing of all campus suspected COVID-19 cases. Timely referral of students/staff displaying symptoms. HCSD will be prepared to accommodate isolations for multiple student cases. Rapid and thorough classroom and bus deep cleaning will take place for all reported potential COVID-19 cases.

Cross References:

- Health/Safety/Welfare Guidance Protocol #2 Processing Suspected COVID Cases at HCSD
- Health/Safety/Welfare Guidance Protocol #7 Pandemic Response Team
- Operations/Support Guidance Protocol #2 Deep Cleaning

Critical Success Indicator #4

Provide staff/students with face covering/gloves and training for use and disposal.

Current Status

The issue of providing staff with face coverings and gloves is a work in progress. The H/S/W sub-committee is laser focused on infection control for the reopening of school in the HCS district. HCSD operations sub-committee has ordered and will stockpile an abundant supply of COVID-19, protective supplies including but not limited to face coverings, gloves, hand sanitizing products, and disinfecting/sanitizing agents. The H. S. W. sub-committee communicates to all stakeholders the COVID-19 virus is rapidly transmissible and highly infectious. There is no substitute for face covering practices. HCSD will be requiring the wearing of face covering for all students (K-12) and for all staff. Coupled with the wearing of face coverings, the mitigation practice of “social distancing” (6 ft apart) will be in effective to the best extent possible (classrooms, hallway traffic-passing, entering and exiting school, bus seating etc.). When students/staff are incapable of maintaining a social distancing of 6 ft, then face coverings must be worn. Frequent handwashing/sanitizing will be expected for students and staff.

School District Interests

HCSD will communicate and detail all infection control procedures and expectations, including the importance of wearing face coverings. Signage for COVID-19 will be placed throughout the campus, indicating the wearing of face covering. Medical personnel will be trained in COVID-19 preventive measures. Infection control supplies are being ordered and stockpiled. HCSD will be sensitive to special populations (students with high levels of anxiety, younger students, stakeholders with medical conditions).

Student/Family Interests

Detailed health-based communication on what students, parents, and staff should know about COVID-19 and how best to protect yourself will be provided by HCSD prior to school reopening. All students, staff, and parents will be provided with a CDC *Facts Sheet On COVID-19*.

Recommendations:

- **In-Person Open:** Face coverings/gloves and training for use and disposal will be required. HCSD will comply with CDC NYSDOH, and NYSED guidelines. Gloves are not required but will be available for teachers and classroom use. Vigilant handwashing is encouraged (20 seconds). Gloves will be required wearing for all HCSD Bus Drivers, Food Services Workers, and Maintenance/Cleaning Staff.

- **Remote Open:** Face coverings/gloves and training for use and disposal will not be required for remote open scenario.
- **Hybrid & In-Person Open/Disrupted:** For the Hybrid and In Person-Open/Disrupted school reopening scenarios, HCSD will comply with CDC, NYSDOH, and NYSED guidelines. Gloves are not required but will be available for teachers and classroom use. Vigilant handwashing is encouraged (20 seconds). Gloves will be required wearing for all HCSD Bus Drivers, Food Service Workers, and Maintenance/Cleaning staff.

Special Considerations and Recovery

Homemade or personal face coverings will be permitted, pending School Administrator/Supervisor approval. HCSD will provide face coverings every school day. Delaware County DOH health guidelines will be followed. Consideration/Allowances given to special populations in HSCD (younger students, individuals with disabilities and medical conditions that contraindicate wearing face protection.). The district will order and stockpile PPE, face coverings, gloves and sanitizing materials.

Cross References

- CDC-COVID-19 Fact Sheet (**See Appendix**)
- Health/Safety/Welfare Guidance Protocol #3 Wearing Face Covering
- Health/Safety/Welfare Guidance Protocol #6 Handwashing Protocol

Critical Success Indicator #5

Provide communication about safety protocols and expectations to all stakeholders.

Current Status

As of June 2020, The H/S/W sub-committee identifies critical indicator #5 Communication as a work in progress.

During the COVID-19 pandemic it is absolutely critical and essential that school districts are communicating with state/local health and medical professionals and that, in turn, school districts are passing accurate, reliable infection prevention information to its school community. The Hancock School District intends to do just this, as planning is underway to reopen school in September 2020.

School District Interests

HCSD COVID-19 communications to the school community will address the following:

- Infection control protocols (CDC/SED)
- What is Covid-19 viral infection?
- Signage- School Expectations
- Training of school personnel
- Available supplies for infection control
- Sanitizing procedures at HCSD
- What students can/cannot bring to school
- Use of lockers etc....

HCSD will utilize written correspondence to parents, web-site updates, media, and e-blasts to send information/messages. An FAQ (Frequently Asked Questions) bulletin is planned.

Parents need to help HCSD by keeping symptomatic children at home. This is critical.

Student/Family Interests

Communications of HCSD protocols/expectations on COVID-19 and the return to school need to be received and followed.

Parents are encouraged to contact HCSD administration for questions/issues regarding the reopening of schools.

Recommendations

- **In-Person Open:** For an In-Person Open Scenario, communication on safety protocols and infection control for COVID-19 will be provided by the District to all students, families, and staff.
- **Remote Open:** Communication on infection control is not necessary.

- **Hybrid Open:** For the Hybrid Open scenario for school opening, communication from HCSD will be provided. A one-page summary FAQ will be provided.
- **In-Person Open/Disrupted:** Communication from HCSD on school opening will be provided, along with a one-page summary FAQ.

Special Considerations and Recovery

HCSD will ensure access and communication of the most accurate and best sources of COVID-19 infection controls. Research-based, and best disease prevention practices will be followed by HCSD staff. HCSD will utilize and communicate CDC Guidelines/NYSED bulletins on reopening school/Delaware County Dept. Of Health information on COVID-19 infection control. Reference the HCS 2021 School Year Reopening Strategic Communication Plan. **(See Appendix)**

Cross References

- Health/Safety/Welfare Guidance Protocol #9 Infection Control Signage on School Grounds

Critical Success Indicator #6

Provide strategies to support reticent/disengaged students/staff due to COVID-19.

Current Status

Indicator #6 is a work in progress.

The HCS District realizes that there is little doubt that there will be substantial increases in mental- and behavioral-health issues for students and adults when schools reopen. The district understands that good teaching and learning will not occur unless the emotional needs of both students and adults are addressed.

The effect of COVID-19 school closure are not equally distributed and inequities exist. HCSD teachers, counselors, and psychologist will be prepared and ready to support students/staff with existing or emerging mental health issues up on the return to school. Our multi-tiered system of support will do its best to address the psychological/emotional trauma, sense of isolation and loss, and feelings of anxiety and depression, that may exist among students/staff due to the COVID-19 pandemic.

School District Interests

The HCSD will provide a supportive, caring, and welcoming environment upon school reopening. Communication of available support services will be provided to all students, parents, and staff. The School District will have Counselors and School Nurses ready and prepared to deliver support services during the school day. HCSD is committed to provided training/staff development to support reticent/disengaged students and staff.

Student/Family Interests

Parents/families will alert HCSD of student/family needs for mental health/psychological support. Communication of services at HCSD will be provided to parents/guardians. School counselors and nursing staff will be prepared to remedy psychological/emotional trauma and stress encountered because of COVID-19 pandemic.

Recommendations

- **In-Person Open & Remote Open:** In an In-Person Opening or Remote Opening school restart scenarios students and staff support services will be offered as needed, as identified and recommended. Counselors will administer in- person remedies/strategies to assist students and staff transition back to school.
- **Hybrid and In-Person Open/Disrupted:** Mental health, behavioral, and emotional support services will be available at HCSD when school reopens in a Hybrid or In-Person/Open Disrupted instructional model. Counselors will administer in-person remedies/strategies to assist students and staff transition back to the school setting.

Special Considerations and Recovery

HCSD, as most school districts, has a limited number of specially trained personnel (counselors, psychologists). HCSD has assigned a full-time counselor at the Elementary level and has a full-time counselor at Hancock Middle-High School. Delaware County has limited community Mental Health services and HCSD will seek out SEL/Mental Health training from area BOCES and Mental Health agency providers. In addition, a retired HCSD Counselor is available for situational support as needed. Telehealth/Video Services from a Licensed School Psychologist will be available. HCSD will consider contracting per diem with retired Counselors/Psychologist and other Mental Health providers if necessary. Trained professional Mental Health community members may be available to volunteer their services. The School District will network with Delaware County Mental Health Services and other external agencies.

Cross References

- Health/Safety/Welfare Guidance Protocol #4 Social Emotional Learning Services
- Health/Safety/Welfare Guidance Protocol #10 HCSD Mental Health Services
- Continuity of Instruction Guidance Protocol #8 Multi-Tiered System of Support for Students

H/S/W. Critical Success Indicator #7

Other planning considerations.

Current Status

TBD.

Wildcat Reset: Health/Safety/Welfare

SECTION 2: ENSURE SAFETY THROUGHOUT THE SCHOOL DAY

Critical Success Indicator #8:

Develop schedules and guidelines to ensure social distancing in shared spaces within the school and classroom. (Reduce class size).

Current Status

The status of Indicator #8 is in progress. Protocols for distancing students and classroom desks that allow 6ft separation will be developed and enacted.

School District Interests

The HCS district is planning for a safe reopening of school and commits to the belief that nothing is more important than the safety of students and staff during the school day. With that understanding, the school will craft a schedule that minimizes crowding and allows for safe social distancing practice throughout the school day. As an infection control measure, HCSD will communicate and enforce social distancing (6 ft) spacing for students and staff to the best extent possible. Signage alerting individuals will be posted throughout the school campus, along with floor markers at 6 ft. intervals in corridors/hallways/cafeteria. At all meals, either in the cafeteria or classrooms, students will be spaced 6 ft apart. Standard classroom set-ups will feature desks placed at 6 ft. separation with students facing forward. Larger rooms (to include auditorium, cafeteria and gymnasium) may be used to accommodate spacing for certain classes. Bus transportation will feature alternate spacing seating. HCSD will do its best to restrict interaction between groups of students. When students/staff cannot maintain social distancing, face coverings are required.

Student/Family Interests

Social distancing, as part of Hancock CSD infection control procedures, will be communicated to all students and parents. Social distancing is a part of COVID-19 transmission risk-mitigation and is an important infection prevention measure. Staggered schedules will be used to limit the number of students in classes and other spaces. Gatherings events and some extracurriculars will be limited to allow for social distancing.

Recommendations

- **In-Person Open:** For an In-Person Open scenario social distancing will not be in effect. Students/staff who are incapable of social distancing will wear face coverings.
- **Remote Open:** Social Distancing will not be in effect.
- **Hybrid Open:** In a Hybrid Open school restart, the Hancock School District intends to implement a 4-day week schedule with student cohorting to enhance social distancing and restrict student crowding.

- **In-Person Open/Disrupted:** In an In-Person Open/Disrupted school reopening school schedules will be coordinated and will allow for families-daycare needs. Students and staff will practice social distancing.

Special Considerations and Recovery

The Hancock School District will closely monitor all school bathrooms for occupancy; frequency of cleaning; usage time from class or during hall passing. Locker room use for PE will be supervised and limited. The Hancock School District will give consideration for family day care needs based on the scheduling of classes. The Instructional Sub-Committee will develop suitable schedules for school reopening. The Operations Sub-Committee will order/procure signage to alert students and staff on the importance of infection control.

Cross References

- Health/Safety/Welfare Guidance Protocol #3 Wearing Face Coverings
- Health/Safety/Welfare Guidance Protocol #5 Social Distancing
- Health/Safety/Welfare Guidance Protocol #13 Emergency Drills-COVID-19 School Reopening Response
- Continuity of Instruction Guidance Protocol #7 2020-2021 Draft Schedules for Instruction

Critical Success Indicator #9

Stagger breakfast & lunch times and/or locations with appropriate protocols to keep spaces clean.

Current Status

The status of success indicator #9 is in progress. Procedures for restricting the use of the cafeteria and serving meals in classrooms are being considered.

School District Interests

The Hancock CSD will consider all strategies to limit the physical interaction of students during meal services (Breakfast/Lunch). Infection control measures will be enacted each day for student feeding. Enforcement of expectations will be communicated. Depending on the class schedule, student numbers at lunch will be monitored. Some use of the cafeteria may be possible along with the use of classrooms during lunch. Use of the cafeteria will be staggered. Using physical barriers/shields will be considered. There will be no food sharing. Disposable utensils/plates will be used. Students have the option of bringing lunch from home. Plans for cleaning after meals and trash removal will be provided.

Student/Family Interests

The Hancock CSD will communicate its plan and student expectations for providing meals and feeding students. Careful infection control measures, including handwashing before and after meal service, will be in place during breakfast and lunch periods. Student compliance with social distancing is expected at meal time.

Recommendations

- **In-Person Open:** HCSD will use staggered schedules/locations for breakfast and lunch, in order to maintain the practice of social distancing (6 ft apart). A combination of cafeteria and classroom use for meals will be utilized.
- **Remote Open:** No restrictions necessary.
- **Hybrid Open:** Use of staggered schedules/locations for breakfast and lunch, in order to maintain the practice of social distancing (6 ft. apart). A combination of cafeteria and classroom use will be utilized.
- **In-Person- Open/Disrupted:** Use of staggered schedules/locations for breakfast and lunch. Coordinate meal schedules for families (daycare issues). A combination of classroom and cafeteria use for meals will be utilized.

Special Considerations and Recovery

- Staggered meal schedules will be developed with options of cafeteria/classroom use (depending on student numbers).
- At meals, students will be seated to maximize social distancing practices.
- Determine and post the maximum COVID-19 cafeteria occupancy.
- HCSD will order disposable utensils, plates, trays, take-out boxes with lid (for traveling students).

Cross References

- Operations/Support Guidance Protocol #10 Cafeteria/Food Service
- Operations/Support Guidance Protocol #11 Serving Areas, Faculty Rooms, and Lunchroom
- Operations/Support Guidance Protocol #12 Boxed Breakfast and Lunch
- Health/Safety/Welfare Guidance Protocol #6 Hand Washing Hygiene

Critical Success Indicator #10

Develop procedures and schedules for frequent handwashing, cleaning, and sanitizing shared spaces.

Current Status

The status of indicator #10 is a work in progress.

School District Interests

Hancock School District receives infection control guidance from federal, state, and local health authorities. HCSD strongly endorses frequent hand washing and school cleaning/sanitization as a means of preventing/mitigating the spread of COVID-19 during the school day. Clear communication of student and staff expectations will be presented, along with the placement of signage reminding individuals of what is expected. HCSD plans to install hand sanitizing wall mounts all around the campus. Additionally, each room will have a hand sanitizing station in place. Clinical staff will provide training/demonstrations of correct hand washing procedures (20 seconds washing with soap and hot water). Hands should be washed frequently, when arriving/leaving home; after playing outside; having close contact with others; after using shared items; before/after eating; and after coughing, sneezing or blowing one's nose, and after going to the bathroom. Congregation of students in lavatories will be minimized and school bathrooms, along with classrooms, will be cleaned on a daily schedule by HCSD custodial staff. HCSD believes that frequent handwashing is an important COVID-19 preventive measure for the health/safety of students and staff.

HCSD handwashing protocol:

- Make lather with soap and water
- Rub palms, back of hands and between fingers
- Rub for 15 seconds
- Rinse and dry well

Student/Family Interests

HCSD will communicate the importance of proper handwashing procedures for all students and also inform parents of the building cleaning and sanitizing plans. Infection control is HCSD's highest priority for the reopening of schools. Hand sanitizing stations will be located in hallways, classrooms, open areas, and in all school bathrooms. Surface areas in the school and on school buses will be cleaned/sanitized throughout the day by school custodial staff, transportation, and food service staff.

Recommendations:

- **In-Person Open:** Hand washing and sanitizing will be followed per CDC/NYS/DOH guidelines.
- **Remote Open:** Not necessary.
- **Hybrid Open:** Hand washing and sanitizing will be followed per CDC/NYS/DOH guidelines.
- **In-Person Open/Disrupted:** In-Person Open schedule.

Special Considerations and Recovery

- Special protocols for students/staff with allergies/skin conditions will be in place.
- Ensuring adequate hand sanitizing stations.
- The district will order wall-mount units and supplies of soap/liquid hand sanitizer for student/staff use.

Cross References

- Health/Safety/Welfare Guidance Protocol #6 Handwashing Hygiene
- Operations/Support Guidance Protocol #2 Deep Cleaning
- Operations/Support Guidance Protocol #5 Facility
- Operations/Support Guidance Protocol #7 Transportation
- Operations/ Support Guidance Protocol #10 Food Service

Critical Success Indicator #11

Other planning considerations.

Current Status

TBD.

Critical Success Indicator #12

Provide communication and training to students, parents, staff and other stakeholders about COVID-19 risk factors and safety measures.

Current Status

Communication and training for campus infection control will receive high priority and is a work in progress for HCSD.

School District Interests

HCSD will ensure ongoing communication with families and all students/staff on key elements of its health and safety plan. The infection control measures, student expectations, and training for COVID-19 prevention will be visibly posted and easily accessible on the school's public website. Newsletters/flyers and media agencies will be providing regular updated information on COVID-19 transmission prevention. Mitigation practices (face coverings, social distancing, frequent hand washing) will be addressed and reinforced. Guidelines to parents on when to keep students at home and what COVID-19 symptoms to look for will be communicated. HCSD desires to establish and maintain a good communication and partnership relationship with all stakeholders on the reopening of school process.

Student/Family Interests

- Understand and follow infection control.
- Obtain timely, accurate and professional COVID-19 information.
- Know and adhere to the school's expectations.
- Maintain school health and safety.

Recommendations:

- **In-Person Open:** For In-Person School Opening, in-person training on infection control led by school nurses, will take place. Communication via website, memos, social media posts, phone calls, media reports, will be sent by HCSD to all parents, staff, and students. Guidance from CDC, Federal-State-Local health agencies, Delaware DOH will serve as a basis for all COVID-19 infection control procedures.
- **Remote Open:** Training and communication not necessary.
- **Hybrid Open:** For Hybrid School Opening, in-person training on infection control led by school nurses, will take place. Communication via website, memos, social media posts, phone calls, media reports, will be sent by HCSD to all parents, staff, and students. Guidance from CDC, Federal-State-Local health agencies, Delaware County DOH will serve as a basis for all COVID-19 infection control procedures.
- **In-Person Open/Disrupted:** Same as Hybrid Open.

Special Considerations and Recovery

Advise sick staff members and children who display COVID-19 symptoms to remain home, meet criteria from CDC on home isolation, and seek medical care/advisement prior to returning to school. Reference the CDC Factsheet **(See Appendix)**.

Cross References

- Health/Safety/Welfare Guidance Protocol #11 Identification of COVID-19 Symptoms at School

Critical Success Indicator #13

Provide HCSD Nursing staff with training/supplies and physical space to execute daily duties.

Current Status

The status of indicator #13 is a work in progress. HCSD Nursing staff along with the sub-committee members have focused/addressed clinic needs for the re-start of school. The school's nursing staff will be fully engaged in planning to meet the physical and mental health needs of students and staff, in Remote/Hybrid/In-Person school reopening plans. HCSD clinicians will comply with all Center for Disease Control (CDC), state, and local health department guidelines in dealing with COVID-19 infection control and treatment of students and staff.

School District Interests

The Hancock Central School District commits to providing training for school nurses in any area of infection control. The district will ensure that school clinics are fully supplied and ready to delivery medical services to students/staff (PPE/gloves/masks/thermometers/gowns/sanitizers/first-aid supplies). Communication with families will include availability of health services and procedures employed in infection prevention. HCSD health clinics will have separate isolation rooms for students/staff who display COVID-19 symptoms. Routine school nurse functions will continue on a daily basis (health screening, reviewing immunization records, administer health physicals, administering medications). HCSD nursing staff will be prepared to monitor student attendance trends and submit health reports to central office as needed.

Student/Family Interests

Students and parents can expect pertinent information on health services and COVID-19 infection control procedures that are practiced by school nurses. School nurses will administer personal, caring, professional medical services and treatments to all HCSD students and staff. Personal privacy and confidentiality on all health-related matters will be protected. Child care for parents of students with elevated body temperatures will be provided.

Recommendations

- **In-Person Open:** Follow CDC/NYS/DOH/NYSED health guidelines.
- **Remote Open:** Not needed.
- **Hybrid Open:** Follow CDC/NYS/DOH/NYSED health guidelines.
- **In-Person Open/Disrupted:** Same procedures as Hybrid restart.

Special Considerations and Recovery

There will be timely referral of children displaying symptoms, and HCSD will comply with Delaware County DOH for COVID-19 tracing/tracking. Plans are in place for multiple isolation cases at school, should this occur. HCSD will provide refresher training for nurses on PPE/acute care/isolation protocols/disposal of infectious materials, and all issues related to containing the spread of COVID-19. HCSD will budget and order PPE materials/biohazard containers. Visitor protocols will be established. Weekly health clinic supply inventories will be conducted to ensure adequate medical

materials. Student and staff Health questionnaires will be turned in at the start of the school day and checked for any COVID-19 infection concerns.

Cross References

- Health/Safety/Welfare Guidance Protocol #2 Processing Suspected COVID-19 Cases at HCSD.
- Operations/Support Guidance Protocol #5 Facility
- Operations/Support Guidance Protocol #7 Transportation

Critical Success Indicator #14

Other planning considerations.

Current Status

TBD.

Wildcat Reset: Health/Safety/Welfare

SECTION 3: ASSESS AND MEET THE HEALTH AND WELL-BEING NEEDS OF STUDENTS AND STAFF

Critical Success Indicator #15 & #16

- Provide teachers and other staff (bus drivers etc.) with training to identify common signs of trauma-induced anxiety and stress that they or students may be experiencing and strategies to cope.
- Identify for staff Trauma-Informed Social Emotional Learning strategies to scale.

Current Status

The Health/Safety/Welfare committee has addressed success indicators #15 and #16 and categorizes them as a work in progress. Both indicators address the emotional/behavioral effects of the COVID-19 pandemic on students and educators. HCSD understands the psychological and emotional impact that the COVID-19 pandemic has had on students, families, and employees and is committed to addressing the Social Emotional Learning that is essential for success in school. It will prioritize the mental health and emotional well-being of students and staff above all else. Staff will be prepared to provide and sustain instruction on school norms, relationship building, and behavioral expectations at the start of the school year. Our SEL plan will help to re-engage students, support adults, rebuild relationships and connections, and create a positive foundation for academic learning. Trauma-Informed Social Emotional Learning strategies will be identified and available for staff use.

School District Interests

The H/S/W Sub-committee identifies a need for SEL ongoing training for faculty/staff. HCSD has provided staff in the past with staff development on dealing with mental health issues. HCSD will do its best to ensure that SEL services are woven into every classroom. Communication will occur prior to school re-opening on HCSD's infection control measures, expectations on mitigating COVID-19 spread, and SEL Services that are in place. Student and staff will have daily access to school counselors and nurses for assistance on stress induced issues. Relationship building is a key objective. A checklist for staff on signs/symptoms of psychological maladies and trauma will be provided prior to school reopening.

Student/Family Interests

Many Hancock parents desire that their children return to school. Burdens of teaching at home and maintaining family and household responsibilities have taken their toll. Child care/day care are an issue for working parents. Communication of HCSD Social Emotional Services is critical, and the district will inform parents of what is provided at school, as well as SEL supports that can be administered at home. Parents desire that their children are being educated in a caring, infection-free, and supporting school environment.

Recommendations

- **In-Person Open:** HCSD Counselors will prepare a teacher reference guide (what to do when you identify an SEL concern with a student/staff member/family) for all staff to use. Alternate ways to connect with students amidst dealing with social distancing will be addressed. HCSD Specials (Music/Art/PE) will share best practices to infuse SEL support. HCSD Faculty will research and employ mindfulness strategies and self-care for students as well as staff in need of trauma, stress, and anxiety assistance.
- **Remote Open:** N/A.
- **Hybrid Open:** HCSD Counselors will prepare a teacher reference guide (what to do when you identify an SEL concern with a student/staff member/family) for all staff to use. Alternate ways to connect with students amidst dealing with social distancing will be addressed. HCSD Specials (Music/Art/PE) will share best practices to infuse SEL support. HCSD Faculty will research and employ 'mindfulness' strategies and self-care for students as well as staff in need of trauma, stress, and anxiety assistance.
- **In-Person Open/Disrupted:** Same as Hybrid Open.

Special Considerations and Recovery:

- Revisit previous staff development in "Youth Mental Health-First Aid" (Sept 4, 2019).
- Reference Sept. 5, 2018 presentation (Mark Onuscheck).
- HCEF/ASP collaboration (for child care/day care/student AIS tutoring).
- Engage HCSD staff in professional development about SEL/Mental Health de-stigmatization.
- District will budget funds for ongoing SEL training/workshops.

Cross References:

- Health/Safety/Welfare Guidance Protocol #4 Social Emotional Learning Services
- Health/Safety/Welfare Guidance Protocol #10 HCSD Mental Health Services

Critical Success Indicator #17

Develop and implement schedules and interventions to balance time spent on core instruction and activities to support the social emotional health of students and staff.

Current Status

Wildcat success indicator #17 is an important goal and currently is a work in progress, pending N.Y. State and SED school reopening guidelines.

HCS D understands and is empathic that the entire school community has been affected by the COVID-19 pandemic. In considering the reopening of school, HCS D School Administration will make it a priority to not only address the physical well-being of students and staff, but also their mental health and wellness. Efforts will be made to allocate scheduled time and space during the school day/school week to address the Social Emotional needs of students and staff. Schedules will be developed and research-based interventions will be shared among the faculty to support the Social Emotional needs of both students and staff.

School District Interests

- The HCS D will create a flexible back-to-school schedule to accommodate social -emotional learning needs. (HCS D is awaiting guidance on optimal school reopening schedules).
- The Hancock School District will communicate all infection control measures/protocols/expectations prior to school reopening.
- The HCS D encourages all faculty to research and share SEL activities/best practices that address the mental health of students and staff. (Trauma response, resilience, coping skills, suicide prevention etc.).
- The HCS D will actively post SEL/Mental Health resources on school district website and in other forms of family communications (newsletters, emails, media, texts).

Student/Parent Interests

- The HCS D will be in ongoing communication with students and parents on the type of schedule and interventions that will be utilized to support the social emotional health of students.
- HCS D Counselors will communicate stress/anxiety management strategies to parents for use at home.

Recommendations (Pending SED School reopening guidance and HCS D finalization on school reopening schedule, H/S/W. committee endorses the following schedule for consideration.)

- **In-Person Open:** TBD.
- **Remote Open:** Follow In-Person Open schedule plan.
- **Hybrid Open:** Follow In-Person Open schedule plan.
- **In-Person Open/Disrupted:** Follow In-Person Open schedule plan.

Special Considerations and Recovery

- HCSD will comply with NYSED guidance regarding 180 days.
- Promote use of staff support groups to enhance staff cohesion, coping, and classroom delivery of SEL services.
- Reference COVID-19 Student/Staff Mental Health Checklist **(See Appendix)**.

Cross References

- Health/Safety/Welfare Guidance Protocol #4 Social Emotional Learning Service
- Health/Safety/Welfare Guidance Protocol #10 HCSD Mental Health Services
- Continuity of Instruction Guidance Protocol #7 2020-2021 Draft Instructional Schedules
- Continuity of Instruction Guidance Protocol #5 Wednesday Schedule for 2+1+2 Instructional Schedule

Critical Success Indicator #18

Schedule ongoing training and collaboration time for teachers to revise lessons and units implementing adopted strategies and interventions into the curriculum.

Current Status

Currently success indicator #18 is a collaborative work in progress, involving the Health/Safety/Welfare and Continuity of Instruction Sub-committees.

HCSD understands that the deleterious effects that social isolation and loss of instruction have had on its students and staff because of COVID-19 pandemic. It will do its best to provide positive conditions for teaching and learning, taking into account the importance of scheduling ongoing teacher training and building collaboration time into the school's reopening weekly schedule. The HCSD will partner with its employees to build and reinforce staff capacity to deliver highly effective instruction in an alternative/hybrid school setting. A critical area of focus for lesson design/revision and classroom interventions will be teacher training and time to address the health, safety and welfare as well as learning loss for the most vulnerable student populations (ENL, Special Ed. students, highly mobile families, students without adequate technology, and students with high SEL needs).

School District Interests

HCSD will ensure continuity of effective teaching and learning as schools reopen. There will be continued communication of infection control protocols and expectations for all Hancock students and staff. Formative teaching and assessment practices will be in effect by the school faculty. Continuous improvement in all areas of teaching-learning will be a key focus as school reopens.

Student/Family Interests

Attention will be given to families with students in multiple grade levels, that attend school on the same day(s). School communication of available services/resources will be provided by HCSD staff.

Recommendations

- **In-Person Open:** HCSD will utilize its Instructional Leadership Team (ILT) and Student Support Team (SST) to ensure a successful school opening.
- **Remote Open:** HCSD Faculty will provide remote/on-line lessons on a daily basis to cohorts using alternate day/staggered schedule.
- **Hybrid Open:** HCSD will utilize its Instructional Leadership Team (ILT) and Student Support Team (SST) to ensure a successful school opening
- **In-Person Open/Disrupted:** Same schedule as Remote Open.

Special Considerations and Recovery

HCSD will adhere to guidance from NYSED regarding 180-day schedule.

Cross References

Continuity of Instruction Guidance Protocol #5 Wednesday Schedule for 2+1+2 Instructional Schedule

Critical Success Indicator #19

Develop structures to identify, support, and track progress of students most seriously impacted by trauma of the pandemic and who need wrap-around services.

Current Status

Success Indicator #19 is a work in progress. HCSD counselors will have input in completing the task prior to school reopening.

The HCSD will prioritize and coordinate efforts with counselors and community mental health professionals to assess and assist in the psychological emotional recovery of its students. The full impact of the COVID-19 pandemic and related consequences from personal isolation, loss, fear, and family hardship are unknown and must be dealt with to ensure success as school reopens. HCSD faculty and counselors will be vigilant to identify and assist those students who manifest serious trauma and stress upon school reopening and assign comprehensive interventions and wrap-around services for them.

School District Interests

- HCSD Counselors, Nursing staff, and Psychologist will be in place to identify and support the most serious student psychological and emotional concerns.
- Available HCSD counseling, nursing, and community mental health services will be communicated to parents and students.
- Prioritize the mental health and emotional well-being of students above all else.
- Families are encouraged to communicate mental health needs for their children to HCSD prior to school reopening.
- Infection control measures will be in effect continuously upon the reopening of school.

Student/Parent Interests

HCSD will provide referral information for community Mental Health Services and Wrap Around Services, to all parents. Communication of all available Social Emotional/psychological resources provided by HCSD will occur prior to the reopening of school.

Recommendations

- **In-Person Open:** Provide a reference guide. What to do when a concern is identified with a student, family? Where do you go for help?
 - CFS/SST/ILT

- **Remote Open:** Provide a reference guide. What to do when a concern is identified with a student, family? Where do you go for help?
 - CFS/SST/ILT
- **Hybrid Open:** Same as Remote open.
- **In-Person Open/Disrupted:** Same as Hybrid open.

Special Considerations and Recovery

HCSD may need increased frequency of CFS, SST, ILT meetings to address needs as they arise. Reference CDC COVID-19 Student/Staff Mental Health Checklist (**See Appendix**).

Cross References

- Health/Safety/Welfare Guidance Protocol #4 Social Emotional Services
- Health/Safety/Welfare Guidance Protocol #10 HCSD Mental Health Services
- Continuity of Instruction Guidance Protocol #8 Multi-Tiered Support Services for Students

Critical Success Indicator #20

Other planning considerations.

Current Status

TBD.

HANCOCK CSD WILDCAT RESET

Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis

**PROTOCOL:
Health/Safety/Welfare**



Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Health/Safety/Welfare Guidance Protocols

COVID-19 HEALTH SCREENINGS (#1)

- It is essential that the Hancock School Community work together to prevent the introduction and spread of COVID-19 in the school environment and in the community while providing a quality education program as school reopens.
- The Hancock Central School District will routinely conduct daily health screenings for COVID-19 for all students and staff under the direction of its Medical/Nursing staff. All will be expected to:
 - Maintain a proper social distance of 6 feet
 - Wear a protective face covering
 - Engage in frequent handwashing
- The school requires parents to take their student's body temperature at home prior to coming to school (temperature must be below 100.0 degrees) and to complete a student entry ticket that will be turned in to the school upon arrival. **(See Appendix)**
- Follow-up random temperature checks at school, along with visual health inspections of students as they arrive, may occur to screen for COVID-19.
- A negative employee entry ticket or QR scan will be required of staff before beginning work. **(See Appendix)**
- A log for every worker will be maintained that details hours worked, buses utilized and other necessary daily activities. **(See Appendix)**
- Students and staff with symptoms related to COVID-19 while at school will be safely and carefully isolated from others by the school nursing staff. Student's parents will be notified and local health officials will be alerted for medical follow-ups.
- Parents are encouraged to be on the alert for signs of COVID-19 illness in their children and to keep them home when ill.
- The Hancock CSD will ensure that all health screenings will be conducted safely and respectfully, and in accordance with privacy laws and regulations.

Hancock Central School District

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PROCESSING SUSPECTED COVID-19 CASES AT HANCOCK CSD (#2)

- Hancock school nurses are trained and responsible for dealing with suspected COVID-19 cases during the school day.
- Students/staff who develop symptoms of COVID-19 illness while at school should be referred to HCSD Health clinics.
- Suspected COVID-19 cases will immediately be isolated/separated from others and placed in an isolation room.
- Nursing staff will medically triage suspected cases.
- The COVID-19 Coordinator and building principal will be notified once the student/staff is isolated.
- The HCSD Pandemic Response Team will be mobilized.
- Symptomatic cases will be transported home and parents will be notified.
- Any symptomatic COVID-19 student/staff member sent home should be seen by a healthcare provider.
- The Delaware County Health Department will be notified of all suspected COVID-19 cases.
- HCSD will await direction from the Delaware County Health Department.
- All school areas occupied by suspected COVID-19 cases will be immediately deep-cleaned by school custodial staff.
- School district administration will communicate plans for continuing or dismissing school in accordance with Delaware County DOH and federal CDC guidelines.
- Parents of suspected COVID-19 symptomatic students will be advised to keep child home until they have met CDC criteria to discontinue home isolation.
- HCSD will require any student or staff member who becomes infected with COVID-19 or is suspected of infection and/or quarantined to adhere to the following before returning to school:
 1. Contact, communicate, and cooperate with the Delaware County Health Dept. on COVID-19 for mandatory tracking/tracing follow-up procedures.
 2. Present to HCSD Administration a medical release and return to school/work, approved and signed by a licensed medical provider.

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WEARING FACE COVERING (#3)

- The Hancock Central School District requires students and staff to wear a face covering during the school day, and on school buses when social distancing is not possible.
- Face covering is the most recommended and universal COVID-19 infection control prevention (CDC).
- Face coverings will be provided on a daily basis to all students/staff.
- Signage will be visibly posted to remind all of the importance of wearing face protection.
- Many people carry the COVID-19 virus but do not show symptoms. Face coverings protect you and others.
- Enforcing the use of face coverings may be impractical for young children and students/staff with medical conditions or disabilities.
- Hand-made face coverings that meet DOH standards are allowed at school.
- Keep your face covering clean and sanitized.
- Safeguard your health – wear a face covering each day.
- Face covering is a critical step to staying healthy.

Be Smart...Cover Your Face

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SOCIAL-EMOTIONAL LEARNING SERVICES (#4)

- HCSD is committed to providing time and space to support students and staff, re-connecting and ensuring a comfortable school re-opening.
- Faculty and parents will receive a checklist of COVID-19 trauma and stress indicators to identify personal needs. **(See Appendix)**
- HCSD counselors/nursing staff will assist staff in providing training, resources, and classroom techniques to administer Social-Emotional Learning support. (SEL)
- All students and staff, while at school, are expected to follow CDC-infection control guidelines (social distancing, wear face covering, frequent handwashing).
- School staff will establish normalizing school routines, work on building relationships, support students in feeling safe, and create opportunities for personal reflection on their social-emotional feelings.
- HCSD is proactive in communicating SEL issues with parents and in providing wraparound services to students needing mental health supports from community agencies/health professionals.
- Teachers will share research-based SEL lessons and classroom activities and administer best practices.

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SOCIAL DISTANCING (#5)

- Physical spacing/maintaining 6 feet social distancing will be in effect and practiced during the school day.
- When social distancing in school is not possible, face coverings are required.
- Signage will be visibly posted to remind all of the importance of social distancing.
- Social distancing protects you from COVID-19 infection.
- 6 feet spacing will be in effect in school hallways/stairwells/open areas/classrooms/gymnasium/cafeteria.
- Do your best to keep 6 feet apart.
- Avoid close contact during the school day.
- Classroom desks will be 6 feet apart.
- Bus transportation will require physical spacing.
- Keep 6 feet spacing during school meals.
- Avoid large gatherings to allow for proper social distancing.
- Respect one another's physical space.
- Stay COVID-19 free.

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HANDWASHING HYGIENE (#6)

- In accordance with CDC/Health guidelines, the Hancock Central School District recommends frequent handwashing during the school day for all students and staff.
- Frequent handwashing prevents the transmission of COVID-19 virus.
- Signage will be visibly posted to remind all of the importance of frequent handwashing.
- Sufficient access to handwashing stations will be available throughout the school campus (hallways, classrooms, bathrooms).
- Scrub with soap/sanitizer if soap and water are not available. Scrub for at least 20 seconds. Hands will be air-dried.
- Avoid touching your face or face covering during the school day.
- When coughing/sneezing, cover your mouth. Cough/sneeze using tissues if available.
- Please wash your hands when:
 - Arriving and leaving home
 - Arriving and leaving school
 - After playing outside
 - Before/after eating
 - After sharing things with others
 - After blowing your nose/coughing/sneezing
 - After using the school bathroom
- Proper handwashing ensures personal health.

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HCSO PANDEMIC RESPONSE TEAM (PRT) (#7)

- The existing Hancock CSD Crisis Response Team will serve as the school's "Pandemic Response Team" for the reopening of school and the duration of the 2020-2021 school year.
- The Pandemic Response Team will expedite, centralize, and implement all decision-making recommendations related to issues involving COVID-19 incidents and emergency situations that affect the school environment.
- The PRT is prepared to mobilize quickly in a designated school location to address any COVID-19 infection control issues as they arise. Tabletop exercises, drills, and infection-related exercises will keep team members in a high state of readiness.
- The PRT, following CDC and SED/DOH guidelines, will identify any COVID-19 related health risks/hazards, prioritize a plan of action, and communicate a recommended response to Hancock CSD administration.
- PRT members will be thoroughly knowledgeable and conversant with the Wildcat Reset Plan and all related school health and safety protocols as they pertain to the COVID-19 pandemic.
- The PRT will assist in providing necessary communications to the district and school community.
- The PRT's COVID-19 plan development and recommended action steps will address the 'Who, What, When, Where, Why, and How,' as they relate to infection control.
- In addition to forming the PRT, HCSO will appoint a COVID-19 Coordinator. The Coordinator will be a member of the PRT and provide relevant infection-control information to the staff and district administration.
- The COVID-19 Coordinator, following consultation with the Delaware County DOH, retains the ultimate authority to make final determinations as they relate to additional infection-control activities and the continuation of school.
- Recommended actions involving school dismissal or closure for suspected COVID-19 infection will be made in consultation with school district and local public health and medical officials.

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COVID-19 EMERGENCY RESPONSE (#8)

(School Dismissal/Closure Procedures)

- The Hancock Central School District will enact its comprehensive emergency plan that outlines/prescribes emergency procedures, roles, infection-control mitigations, school response, and recovery efforts in the event of a COVID-19 infection during the school day.
- When/if there is confirmation that either a student or staff member exhibits symptoms of COVID-19 infection, the nursing staff will isolate the individual in a separate room, enact COVID-19 protection measures (PPE), notify the school administration, and contact the parents. HCSD will promptly contact the Delaware County DOH for follow-up, maintaining confidentiality.
- HCSD officials will be in consultation with Delaware County DOH to determine the health risk due to COVID-19 and the duration/extent of the school closure, if any.
- HCSD officials will assess the suspected case of COVID-19 infection and communicate school dismissal and school closure plans to students and staff. Parent communication will follow.
- The local health department will trace and follow up with anyone who had contact with the suspected COVID-19 individual while at school. Contact tracking will be prescribed.
- HCSD Custodial Staff will commence deep cleaning and thorough disinfecting of the school, upon notification of potential COVID-19 infection emergency.
- While the school building is closed, all school activities/extracurriculars will be canceled.
- HCSD will provide necessary communication and updates to parents and staff regarding the COVID-19 emergency on campus.

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INFECTION CONTROL SIGNAGE ON SCHOOL GROUNDS (#9)

- The health and safety of all students and staff is the top priority for reopening the Hancock Central School District.
- Communication of health-protection measures and student/staff expectations is essential and necessary.
- The Hancock Central School District has deployed signage/posters throughout the campus, alerting and reminding students and staff of what is expected during the school day.
- Wildcats are 'Stronger Together' if everyone abides by messages on the signage:
 - Hand sanitizing station
 - Please practice social distancing
 - Follow one-way traffic (arrows)
 - Face coverings required
 - Visitors must sign-in
- Obeying signage messages allows for a safe reopening of school.

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HCSO MENTAL HEALTH SERVICES (#10)

- The entire Hancock School Community – students, parents, staff and families – have experienced levels of stress, anxiety, and social isolation as a result of COVID-19.
- HCSO extends high priority to not only address the physical wellness of its constituents but also to provide Mental Health support upon the reopening of school.
- HCSO counselors, nursing staff, and faculty will be trained and prepared to assist students and staff in delivering trauma-informed Mental Health support through a responsive lens.
- Classroom and personalized, one-on-one mental hygiene support will include:
 - Psychological first aid
 - Screening to identify SEL needs **(See Appendix)**
 - Use of support groups to enhance connections and coping
 - Stress management and mindfulness practices
 - Restorative circles
 - Direct school counseling conferences
 - Establishment of daily routines
 - Journal writing
- HCSO will ensure that strong partnerships with community mental health supports are created and a referral system for students/staff exists with minimal wait time.
- Mental health and wellness resources will be communicated on the HCSO website and in networking with families using newsletters, emails, texts, social media, and robocalls.
- HCSO will ensure strict confidentiality in its mental health counseling and services.
- HCSO views parents as partners and enlists their help in communicating both individual student and family mental health needs to the school in a timely manner.

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IDENTIFICATION OF COVID-19 SYMPTOMS AT SCHOOL (#11)

- At HCSD, upon school reopening, all faculty and staff will be prepared and cognizant of COVID-19 signs/symptoms in students.
- HCSD's nursing staff will be prepared to receive and process any student sent to the clinic from class who manifests COVID-19 symptoms, per federal CDC, NYS Health Dept. and Delaware County DOH guidelines. COVID-19 symptoms are:
 - Chronic cough
 - Fever or chills
 - Shortness of breath/breathing difficulty
 - Fatigue/irritability
 - Congestion or runny nose
 - Nausea or vomiting
 - Loss of taste/smell
 - Persistent chest pain
 - Bluish lips or face (cyanosis)
 - Mental confusion
 - Inability to remain awake/drowsiness
 - Flushed cheeks
- If the school nurse is unavailable, students/staff displaying COVID-19 symptoms will be sent home for follow-up with healthcare provider.
- Symptomatic students will be accompanied to the HCSD clinic. Nurse clinicians will isolate students/staff in a separate location. Parents will be notified and arrangements will be made to transport the student/staff home.
- HCSD will contact the Delaware County DOH immediately.
- Students/staff suspected of having COVID-19 must remain at home and seek medical treatment.

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AUTHORIZATION FOR FACE COVERINGS – “TAKING MASK BREAKS” (#12)

- HCSD supports and endorses CDC guidance that face coverings are an important infection-control step in slowing the spread of COVID-19.
- HCSD requires everyone to wear face coverings any time individuals cannot maintain a social distance of 6 feet apart.
- Face coverings will be made available to all students/staff on a daily basis at the HCSD. Face coverings that meet DOH guidelines may be brought from home.
- HCSD classrooms, cafeteria, and buses will have seating arrangements that keep students distanced at 6-foot intervals.
- HCSD faculty/staff will allow students to remove face coverings during meals, during class instruction, and for short breaks as long as they maintain strict social distancing (6 feet).
- Acceptable face coverings must cover both the mouth and the nose.
- Face coverings may be challenging (especially for younger students) to wear all day in school, so scheduling face covering breaks is important. (Note: Face coverings are NOT required for children under 2 years of age).
- Face coverings may be a personal challenge, distraction/obstruction for some students and staff. Wearing a face covering may be waived for individuals who are medically excused.
- At the direction of the school nurse, face coverings can be temporarily waived for any person who has trouble breathing.
- The HCSD Nursing Staff will instruct individuals how to properly wear face coverings.
- It is recommended that students and staff wash their hands whenever touching/taking off face coverings. Proper disposal and reuse-sanitizing of face coverings should be practiced.
- Face coverings shall be appropriate, as defined by the school code of conduct.

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EMERGENCY DRILLS - COVID-19 SCHOOL REOPENING RESPONSE (#13)

- HCSD steadfastly believes that nothing is more important than the safety and well-being of its students and staff.
- HCSD fully intends to plan, schedule, and execute all 12 emergency school drills required by the NYS Education Dept. for the 2020-2021 school year. (8- fire drills; 4- lockdown drills; required bus drills).
- HCSD plans to schedule/spread emergency response drills across different student cohorts, depending on the day that each student population is present. (The 2020-2021 school year may include a hybrid model of the traditional HCSD school day).
- Social distancing (6-foot interval spacing) will be enforced during all emergency response drills. (Note: There will be some compromise of social-distancing rules during school lockdown drills, but face coverings will be worn for protection).
- Face coverings will be provided to all students/staff and must be worn when maintain a social distance of 6 feet is not possible.
- HCSD will identify and deploy door monitors ahead of evacuation drills to assist in the exiting of students and staff.
- Students and staff will conduct themselves in an orderly manner during emergency drills and will listen/respond accordingly to administrative guidance.
- As is customary, HCSD Administration will work closely with first responders and law enforcement officials during all scheduled/unscheduled emergency drills.
- In an actual school-emergency situation, it is critical to evacuate/seek shelter quickly and safely. Face covering and social-distance requirements are waived.

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VISITORS TO HCSD - REOPENING GUIDELINES (#14)

- During school reopening, HCSD will limit access to the campus for parents, vendors, and community members. COVID-19 infection-control measures will be fully enforced at all times.
- HCSD has established designated areas for school pick-up/deliveries from vendors (building vestibule). Vendors will be exempt from health screening and will not enter the school building proper. Vendors will have limited contact with school personnel.
- HCSD will require visitors to sign in, submit a negative entry ticket, and wear appropriate face coverings. **(See Appendix)**
- On-site visitor interactions with students/staff will be limited as much as possible.
- Procedures will be in place for safely accepting deliveries.
- Public use of HCSD School Facilities after hours will be limited, except for community emergency situations.

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VOLUNTARY DISCLOSURE OF UNDERLYING HEALTH CONDITIONS/ CO-MORBIDITIES RELATING TO COVID-19 FOR STAFF (#15)

- Staff may voluntarily choose to disclose whether they or someone in their household have a bona fide medical condition that would make them more susceptible and vulnerable to COVID-19 or preclude the employee from performing the essential duties of their position.
- Such medical disclosures must be confirmed by a licensed medical care provider.
- The District will work closely with staff to best mitigate potential co-morbidity conditions. Possible COVID-19 mitigation options for employees may include alternate work placements, working with smaller groups of cohorts, or conversations involving ADA/FMLA considerations. **(See Appendix)**
 - Leave Request Under the U.S. Emergency Paid Leave Act
 - Leave Request Under the U.S. Emergency Family and Medical Leave Expansion Act (FMLA+)
- All voluntary information submitted by the employee will be confidentially reviewed and confirmed by HCSD's Medical Director, and will not be kept as part of the employee's permanent personnel file.
- HCSD will provide ongoing education to all staff regarding safe work practices such as frequent handwashing, the use of face coverings and social distancing to mitigate the exposure of COVID-19 while performing all work duties.
- Any Information collected will be used to best ensure infection control and the health, safety, and welfare of all students and staff members.

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VOLUNTARY DISCLOSURE OF UNDERLYING HEALTH CONDITIONS/ CO-MORBIDITIES RELATING TO COVID-19 FOR STUDENTS (#16)

- Student medical forms will be collected at the start of the school year containing information regarding students pre-existing health conditions/co-morbidities to COVID-19.
- Confidential medical information will be identified and reviewed by the School Medical Director and shared with School Medical Staff.
- The HCSD Medical Director will confirm any high-risk, special needs (including students with IEP's and 504 plans), or medically fragile students.
- The District will work closely with staff to best mitigate potential co-morbidity conditions. Possible COVID-19 mitigation options for students may include appropriate medical interventions, changes in classroom placements (including remote or blended instruction), and/or working with smaller groups of cohorts. HCSD staff will ultimately make accommodations to meet the needs of the student based on the student's primary physician's recommendation, working in concert with the building principal and/or the Committee on Special Education (CSE).
- The HCSD Medical Staff will share pertinent health information with other staff members on a need-to-know basis and only with signed parent permission. HIPA and FERPA information rights will be protected at all times.
- Continuing educational initiatives will be offered to students on an ongoing basis. All students are expected to frequently wash their hands with soap and warm water, wear a face covering when required, and socially distance at a space of no less than 6 feet.
- Continued communication with parents/guardians/caretakers, HCSD School Health Services, Building Principals, Special Ed personnel (if applicable) and Pupil Personnel Services are essential during the COVID-19 pandemic to best accommodate and assess a student's ongoing health status.

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WALKERS AND SELF-TRANSPORTING STUDENTS FOR ARRIVAL PROTOCOL (#17)

- All student walkers and those who self-transport will enter their respective buildings utilizing one designated point of entry.
- One point of entry locations are the main office at HES and the front entrance at the MS/HS.
- In both buildings, walkers and students who self-transport must come to school with a completed student entry ticket on a daily basis. **(See Appendix)**
- The student entry ticket must be submitted to the designated staff member for review prior to entering the building.
- Upon review of the student entry ticket, if there is an affirmative response to any of the questions, the supervising adult must immediately notify the healthcare professional assigned to their building and have the child escorted to the designated isolation room.
- At HES, once walkers and self-transporting students have been cleared to enter the building, they will be supervised outside the entrance of the building (weather-permitting) or in the Cafetorium. Face coverings must be worn when proper social distancing is not possible.
- At the MS/HS, once walkers and self-transporting students have been cleared to enter the building, they will be supervised in the auditorium on the second floor. Face coverings are required when proper social distancing is not possible.
- To facilitate proper social distancing of students, adults will not be permitted to wait with their child(ren) prior to the start of the school day.
- There will be no Morning Program events scheduled until further notice.
- To alleviate large gatherings/congestion at the designated points of entry and promote proper social distancing, parents/guardians may want to consider remaining in their vehicles with their child(ren) in a parking space within the lot – not in the circle driveway of the elementary building nor at the drop-off location of the designated points of entry to either building.
- All stakeholders need to keep in mind that there must be a safe, free flow of traffic during arrival for the health, safety and welfare of everyone. This traffic includes buses, student walkers, self-transporters, faculty and staff.

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PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Health/Safety/Welfare Guidance Protocols

WALKERS AND SELF-TRANSPORTING STUDENTS FOR DEPARTURE PROTOCOL (#18)

- All student walkers and those who self-transport will exit their respective buildings utilizing one designated point of exit.
- One point of exit locations are the main office at HES and the district office at the MS/HS.
- Students who walk home from school each day may do so upon dismissal via the announcements. Face coverings and proper social distancing are required when departing school grounds.
- For students who are self-transported, parents/guardians must provide identification to sign their child(ren) out **one at a time** in the vestibule at HES and/or in the district office vestibule at the MS/HS.
- To facilitate proper social distancing of students, adults will not be permitted to wait together in a mass gathering outside of either building. Adults will need to exercise proper social distancing and wear face coverings prior to entering building vestibules to sign out their child(ren).
- All stakeholders need to keep in mind that there must be a safe, free flow of traffic during departure for the health, safety and welfare of everyone. This traffic includes buses, student walkers, self-transporters, faculty and staff.

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HALL AND STAIRWAY TRANSITION PROTOCOL (#19)

- All students and staff will wear face coverings while transitioning in the halls or stairways in their respective buildings.
- Traffic flow will be “one way” on the right side of center of the hall/stairway, with signage for guidance.
- At HES, students will transition in halls with direct assistance and supervision of a staff member to maintain proper social distancing as much as possible.
- At the MS/HS, students will transition in halls via voice announcement and under indirect supervision of staff members to maintain proper social distancing as much as possible.
- Students in the MS/HS will be permitted to carry book bags/backpacks to eliminate the need for hall lockers.
- Desired transition time between class periods in the MS/HS is four minutes or less.

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Wildcat Reset: Health/Safety/Welfare Guidance Protocols

BUS ARRIVALS PROTOCOL (#20)

- All students arriving on buses will enter their respective buildings utilizing one designated point of entry.
- Single point of entry locations are the gymnasium entrance at HES and the district office at the MS/HS.
- All bused students must wear face coverings while disembarking the buses and entering their respective buildings.
- At HES, bused students will be dismissed from buses by the driver, one row at a time, to maintain proper social distancing.
- At HES, students will report to assigned classrooms upon entry into the building.
- At the MS/HS, bused students will be verbally dismissed from buses by the driver, one row at a time, to maintain proper social distancing.
- At the MS/HS, bused students will be supervised in the auditorium on the second floor, wearing a face covering when proper social distancing is not possible.
- All stakeholders need to keep in mind that there must be a safe, free flow of traffic during departure for the health, safety and welfare of everyone. This traffic includes buses, student walkers, self-transporters, faculty and staff.

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PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Health/Safety/Welfare Guidance Protocols

BUS DEPARTURE PROTOCOL (#21)

- All students departing on buses will exit their respective buildings utilizing one designated location.
- Single point of exit locations are the gymnasium/concession stand egress at HES and the district office at the MS/HS.
- All bused students must wear face coverings while exiting buildings and boarding buses.
- At HES, bused students will be escorted to buses by classroom teachers, maintaining proper social distance as much as possible.
- At the MS/HS, bused students will be dismissed by voice announcement and must maintain proper social distance.
- Staff will be positioned along the walkway from the MS/HS to the bus-boarding area nearest HES to monitor social distancing and the wearing of face coverings.
- All stakeholders need to keep in mind that there must be a safe, free flow of traffic during departure for the health, safety and welfare of everyone. This traffic includes buses, student walkers, self-transporters, faculty and staff.

HANCOCK CSD WILDCAT RESET
Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis

Continuity of Instruction



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Hancock Central School District *Wildcat Reset* Task Force Planning Tool©* Continuity of Instruction Sub-Committee

Context

The Hancock Central School District recognizes school closure as a result of COVID-19 has led to learning loss and greater awareness of the digital divide. Now is the time for the district to take steps to address these issues and plan for optimal teaching and learning during the 2020-21 school year. Simply going back to what formerly was would be a missed opportunity for innovation and likely ineffective, given that future disruption is highly possible.

Effective planning for learning recovery and entry into the next grade-level curriculum means staying grounded in the instructional core, how *students* and *teachers* engage with the *content*. That includes a system of balanced assessments to diagnose student learning loss and inform placement and teacher practice, adaptations to the instructional units and lessons, access to digital technology to support flexible instructional delivery models, as well as teacher training. Consideration must be given to the needs of at-risk and special populations—students with disabilities, economically disadvantaged students, homeless students, and English language learners—who may have limited **access** to education due to lack of access to technology and wrap-around services.

Reopening plans should consider several scenarios, including normal opening, normal open with unexpected disruption, remote instruction, and a blending learning model that disturbs educational time between in-person learning and distance learning. Teachers will need training for blended learning success and planning time to prepare for instruction. Regardless of the mechanism of delivery, clear expectations for each scenario should be provided to principals, teachers, and other school staff, and the plan and schedules for each scenario should be communicated to all stakeholders.

The **Continuity of Instruction Sub-Committee** is charged with brainstorming and scripting the best strategies to optimize teaching and learning during the 2020-21 school year regardless of delivery scenario for teaching and learning.

Planning for Reentry

The *Wildcat Reset* Continuity of Instruction Planning Tool© will be used to guide discussion and planning around a set of actionable indicators that drive successful outcomes and inform a report to the task force. The sub-committee will read and evaluate each indicator and place a mark (X) in the descriptor cell that best aligns. Marking and planning should explain:

- How each indicator will look through the lens of the selected school reentry scenario(s).
- The current status of each indicator (No-Action, In-Progress, or Complete).
- The expected implementation phase outlined in the *Wildcat Reset Communications Planning Timeline 2020-21*.

* The *Wildcat Reset* Task Force Continuity of Instruction Planning Tool© is the exclusive intellectual property of Terrance P. Dougherty, Ph.D. The author gratefully acknowledges Julie Bergman, Jackie Beamer, Diane Meredith, Albert Penna, Ed.D. and Connie Wehmeyer, Ph.D. (FourPoint Education Partners) for their outstanding research, editing and technical support.

What action should the district take to ensure optimal teaching and learning during the 2020-21 school year regardless of the school scenario? What will/has been done to:									
						In-progress	Complete		
Assess learning loss and plan for future learning?									
Provide teachers with appropriate diagnostic/formative assessments and the process of review that will be used to assess students' learning loss due to school closure so that appropriate instructional placement decisions can be made?									
Prioritize critical prerequisite skills and knowledge to address unfinished learning from the previous grade to guide curriculum adaptation?									
Provide staff time to create units/lessons to bridge missed learning with new grade level content?									
Update scope and sequence to ensure essential learning for recovery and beyond, especially for at-risk and differently-abled students?									
Other planning considerations?									
Ensure ongoing delivery of instruction?									
Identify and scale promising practices/challenges learned from previous remote learning experience during school closure?									
Provide staff training and strategies to incorporate a Hybrid Learning model (in-person and remote learning)?									
Provide staff collaborative time for planning and assessment of learning?									
Expand access to technology (Chromebook, laptops and internet access) to all students?									
Provide training/guidance for parents and families about the use of technology and instructional software?									
Monitor student attendance/engagement in learning tasks?									
Provide communication to parents and other stakeholders?									
Provide time to logistically schedule and coordinate in-school and remote master schedules?									
Provide systems to authentically assess teacher in-school and remote instructional practice?									
Other planning considerations?									
Ensure an equitable learning opportunity for all students?									
Determine how to monitor the instructional minutes and IEP/504 goals for students with disabilities and provide resources for learning at school or at home?									
Assess and limit barriers for homeless/ELL/ENL?									
Inspire, motivate, protect reticent and/or disengaged students due to COVID-19? Incorporate strategies to mitigate digital truancy?									
Other planning considerations?									

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Planning Notes

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PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Continuity of Instruction

SECTION 1: ASSESS LEARNING LOSS AND PLAN FOR FUTURE LEARNING

Critical Success Indicator #1

Provide teachers with appropriate assessments and process of review to diagnose student learning loss and make placement decisions.

Current Status

Per NYSED Guidance, locally developed assessments to diagnose and address learning loss from the closure will be completed in late August or early September using the HCSO Collaboration for Success (CFS) teams.

School District Interests

To best serve its students, the district intends to begin recovery from the anticipated COVID slide in student learning through diagnostic assessment in Week One of re-entry to establish flexible instructional grouping and appropriate instruction followed by progress-monitoring assessments in Weeks Three and Six. The teacher checklist and rubric from the HCSO Modified Grading System© will determine student level of proficiency during the six-week recovery period followed by a transition to traditional grading in Week Seven.

Student/Family Interests

Students and their families need clear direction and communication regarding the district's plan to recover anticipated learning losses. A single point of contact (teacher) will be designated for each student to provide weekly communication regarding learning and engagement/participation.

Recommendations

- **In-Person Open:** Teachers will develop the assessments in collaborative teams, working vertically with the adjacent grade levels to determine the critical essential skills to be learned prior to instruction of the current grade level content. Social distancing and health, safety, and wellness protocols will be followed.
- **Remote Open:** In a remote open, teacher teams will meet in their individual classrooms via Zoom/Microsoft Teams in order to develop the assessments which will be administered electronically through Seesaw, Schoology, or other electronic means, e.g., district email. In an in-person or hybrid scenario, the assessments will be developed at school with teacher teams working safely face-to-face. The assessment will be a paper-pencil or electronic administered in person in the classroom.

- **Hybrid Open:** Teacher teams will develop the assessments following in-person open recommendations.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

Dedicated time will be provided on Wednesday of each four-day instructional schedule (Weeks 1-3) for Collaboration for Success (CFS) teams to develop the three assessments. If fiscally feasible, CFS teams could be compensated for summer curriculum and assessment development. If working a five-day instructional schedule, CFS teams will resume the contractual weekly meetings working via Zoom or in-person with appropriate social distancing and/or face-coverings.

During Week Six the recovery instructional program will be evaluated by CFS teams, the ILT, and the administrative team to inform the transition to the 2020-2021 curriculum. Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administrators, educators, students, and families.

The Road Back: Restart and Recovery Plan for Education. New Jersey Department of Education: <https://nj.gov/education>, p. 76.

Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning. Formative/progress monitoring assessments take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from these assessments immediately to adjust their instruction and ensure students' progress toward learning goals.

Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools. <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>, p. 15.

Cross References

Continuity of Instruction Guidance Protocol #1: *HCS D Modified Grading System* © components.

Critical Indicator of Success #2

Prioritize critical prerequisite skills and knowledge to address unfinished learning from previous grade to inform curriculum adaptation.

Current Status

In Progress: Teachers are currently reflecting on what worked and what didn't during the closure.

School District Interests

Students will reach current grade-level proficiency by June 2021. A monthly planning calendar will be developed by CFS teams to deliver the prioritized (critical) essential skills and learning targets in engaging and viable remote and in-person instruction.

Student/Family Interests

Regular progress reporting (weekly by family's point of contact) and consistent, timely communication are essential in a remote and/or hybrid scenario.

Recommendations

- **In-Person Open:** In all scenarios for reopening, the newly prioritized curriculum of critical essential skills and learning targets will be delivered through the six-week recovery period and re-evaluated for Week 7 and beyond, depending on the scenario of operation at that time. In an in-person open, the prioritized curriculum will be taught completely in-person.
- **Remote Open:** In a remote open, instructional delivery of the prioritized curriculum will be electronic, using Seesaw, Schoology, doc cam, Microsoft Teams or Zoom.
- **Hybrid Open:** Instructional delivery of the prioritized curriculum will be in-person with synchronous doc cam delivery to those students working remotely.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

HCSD faculty will be provided with collaborative planning time (meeting vertically with adjacent grade levels) through dedicated weekly CFS agendas for each Wednesday of the four-day instructional schedule (Weeks 1-3). This work can be completed by teams working safely together or working via Zoom/Microsoft Teams from their individual classrooms. If fiscally feasible, CFS teams could be compensated for summer curriculum planning.

Cross References

TBD

Critical Indicator of Success #3

Provide staff time to create units/lessons to bridge missed learning with new grade-level content.

Current Status

This area of focus is currently inactive.

School District Interests

Students will reach current grade-level proficiency by June 2021. A monthly planning calendar will be developed by each Collaboration for Success (CFS) team to deliver the prioritized (critical) essential skills and learning targets in engaging and viable remote and in-person curricula.

Student/Family Interests

Regular progress reporting (weekly by family's point of contact) and consistent, timely communication, expectations, and support are essential in a remote and/or hybrid scenario to ensure equity of access and partnerships with families.

Recommendations

- **In-Person Open:** HCSD faculty will be provided with collaborative planning time (meeting vertically with adjacent grade levels) through dedicated weekly CFS agendas for each Wednesday of the initial four-day instructional schedule (Weeks 1-3). Teams will work in-person with appropriate health and safety precautions.
- **Remote Open:** This work can be completed by teams working safely together or working via Zoom or Microsoft Teams from their individual classrooms. If fiscally feasible, CFS teams could be compensated for summer curriculum planning.
- **Hybrid Open:** Teams will work in-person with appropriate health and safety precautions.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

A four-day weekly instructional schedule in a remote or hybrid opening provides one day per week for additional CFS planning, professional development, and targeted intervention for students needing Tier 1 and Tier 2 RtI [What I Need (WIN)]. In a five-day instructional week in-person, hybrid or remote, CFS teams will resume regular, weekly after-school meetings. The four-day instructional week also provides for meal delivery and building sanitation procedures.

Cross References

TBD

Critical Indicator of Success #4

Update scope and sequence to ensure essential learning for recovery and beyond, especially for at-risk and differently abled students.

Current Status

This indicator is inactive, pending results of the re-entry diagnostic assessments.

School District Interests

A prioritized curriculum of critical essential skills customized to remote and/or hybrid instructional delivery models will be the focus of the six-week recovery period. Sharing those curricula with the Hancock Educational Foundation will provide the opportunity to partner with the After-School Program, ensuring that at-risk and differently abled students have access to additional support. Engaging lessons aligned to the critical skills and focused on interdisciplinary concepts and skills will streamline remote instruction.

Student/Family Interests

Equity of access to remote instruction is a key element for student/family engagement and success. Clarity of learning targets and expectations of students will ensure families can maintain a reasonable home-school-work balance.

Recommendations

- **In-Person Open:** Across all opening scenarios, in a five-day instructional week, the Instructional Leadership Team (ILT) will provide dedicated weekly CFS agendas and facilitator guidance to complete the updated scope and sequence for recovery and beyond in the traditional after-school meeting format in-person following health and safety protocols. In a four-day instructional week scenario (2+1+2), CFS meetings will occur weekly on Wednesday. Agendas for Weeks 5 and 6 will be dedicated to updating the 2020-21 scope and sequence.
- **Remote Open:** In a remote four-day instructional week (2+1+2), CFS teams will meet in-person following health and safety protocols or remotely via Zoom or Microsoft Teams on Wednesday of Weeks 5 and 6 to complete the updated scope and sequence for the recovery period and beyond.
- **Hybrid Open:** CFS teams will meet in-person following health and safety protocols according to the guidelines above for a four- or five-day instructional week.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

The Hancock Community Education Foundation (HCEF) will partner with HCSD to provide students with targeted skills intervention and internet access in the After-School Program. Essential Skills templates (HCSD curriculum) will be shared with HCEF after-school program teachers.

Cross References

Continuity of Instruction Guidance Protocol #9 Childcare

Critical Indicator of Success #5

Other Planning Considerations

Current Status

TBD.

Wildcat Reset: Continuity of Instruction

SECTION 2: ENSURE ONGOING DELIVERY OF INSTRUCTION

Critical Indicator of Success #6

Identify and scale promising practices/challenges learned from previous remote learning experience during closure.

Current Status

In progress; teacher teams continue to share what worked with colleagues; HCSD Tech Department is providing training resources and technical support. Broome-Tioga BOCES provides on-line tutorials available to all HCSD faculty: <https://sites.google.com/btboces.org/scricplic-online-instruction-g/home?authuser=0>

School District Interests

HCSD is committed to providing equitable access to the general education curriculum in all opening scenarios to achieve increased student/family participation and engagement.

Student/Family Interests

Feedback from families after the March-June 2020 closure indicates that students and families need equitable access to remote instruction; streamlined, clearly articulated procedures for remote school; a standardized schedule; limited, standardized learning management systems, and a case manager model providing one teacher point-of-contact for each student.

Recommendations

- **In-Person Open:** Teachers also use Seesaw K-2 and Schoology 3-12 for all learning management system applications.
- **Remote Open:** Teachers of K-2 will use the Seesaw LMS. Training will be provided in-house as requested. Teachers of Grades 3-12 will use the Schoology LMS. Training in the use of Schoology has been scheduled for Summer 2020. The HCSD Tech Department will continue to support use of Schoology throughout SY 2020-21. Each student/family will be provided with a point-of-contact teacher who will communicate with the family weekly on Wednesdays during any four-day week of instruction.
- **Hybrid Open:** Teachers will use Seesaw K-2 and Schoology 3-12 for all learning management system applications and will provide synchronous remote instruction via doc cams. All student devices are equipped to receive the instruction.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

Teachers are deemed essential and will work from their classroom during periods of in-person, hybrid, and remote instruction. The district's 1:1 device purchasing is complete, and each student

will be issued a district-owned device at the start of the school year for use at home. Students in Grades K-1 will receive iPads; students in Grades 2-12 will be issued Chromebooks. Each student will receive one pair of headphones and one charger.

Cross References

- Continuity of Instruction Guidance Protocol #2 Roles and Responsibilities during Remote Instruction
- Continuity of Instruction Guidance Protocol #3 Technology for Learning

Critical Indicator of Success #7

Provide staff training and strategies to incorporate a hybrid learning model (in-person and remote.)

Current Status

In progress; summer and fall professional development is under consideration.

School District Interests

Teachers must have strong skill sets and multiple electronic tools to provide effective, efficient remote and hybrid instruction via common learning management systems and tech support.

Student/Family Interests

Streamlined, standardized procedures and learning platforms will provide students and families with equitable access to instructional opportunities and allow for balance between school, home, and work.

Recommendations

- **In-Person Open:** Adopt Seesaw (K-2) and Schoology (Grades 3-12). Provide ongoing teacher training and support. Provide online access to training and support for students and families. BT BOCES remote training is found at: <https://sites.google.com/btboces.org/scricplic-online-instruction-g/home?authuser=0>. Provide summer training *in Remote and Hybrid Instruction* through the IDE Corp. Virtual Learning Community course.
- **Remote Open:** Adopt Seesaw (K-2) and Schoology (Grades 3-12). Provide ongoing teacher training and support. Provide online access to training and support for students and families. BT BOCES remote training is found at: <https://sites.google.com/btboces.org/scricplic-online-instruction-g/home?authuser=0>. Provide summer training *in Remote and Hybrid Instruction* through the IDE Corp. Virtual Learning Community course.
- **Hybrid Open:** Adopt Seesaw (K-2) and Schoology (Grades 3-12). Provide ongoing teacher training and support. Provide online access to training and support for students and families. BT BOCES remote training is found at: <https://sites.google.com/btboces.org/scricplic-online-instruction-g/home?authuser=0>. Provide summer training *in Remote and Hybrid Instruction* through the IDE Corp. Virtual Learning Community course.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

HCSD 1:1 device initiative is complete. All K-12 students will have a device for home use.

Cross References

- Continuity of Instruction Guidance Protocol #3 Technology for Learning

Critical Indicator of Success #8

Provide staff collaborative time for planning and assessment of learning.

Current Status

Inactive due to COVID-19 closure

School District Interests

We are better together. Collaborative For Success (CFS) teacher teams with dedicated planning time develop common assessments (diagnostic, formative, progress monitoring, and summative) that align tightly with the essential skills curriculum and increase clarity of expectations and student learning.

Student/Family Interests

Well-planned collaborative assessments provide standardized expectations and feedback for students and families.

Recommendations

In all open scenarios—in-person, remote, hybrid, disrupted—CFS teacher teams will continue to meet weekly to plan and develop effective assessment of learning tools and strategies.

- **In-Person Open:** CFS teams will meet in the traditional in-person structure, after school on Mondays, with health and safety protocols in place.
- **Remote Open:** CFS teams will meet in the traditional in-person structure, after school on Mondays, with health and safety protocols in place or via Zoom or Microsoft Teams from their classrooms on Wednesdays during a four-day instructional week.
- **Hybrid Open:** During a 2+1+2 instructional week schedule, CFS meetings will occur on Wednesdays during district-scheduled teaming time. During five-day-week instructional schedules, CFS meetings are held every Monday. In a hybrid open, teams can choose to meet in-person following health and safety protocols or virtually via Zoom or Microsoft Teams.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

CFS meeting expectations are standard procedure per the Collective Bargaining Agreement.

Cross References

TBD

Critical Indicator of Success #9

Expand access to technology (Chromebook, laptops, and internet access) to all students.

Current Status

In progress; 1:1 devices have been purchased and will be issued to students for the 2020-21 school year. A survey is in process to determine internet connection needs. The current assessment following the March-June 2020 closure indicates that six families or fewer lack internet at home.

School District Interests

All students must have equitable access to instruction for every open scenario.

Student/Family Interests

Adequate devices and internet connection will allow for increased student engagement.

Recommendations

- **In-Person Open:** 1:1 devices have been issued. Students in Grades 7-12 will transport their devices to and from school daily for use in the classroom during in-person instruction.
- **Remote Open:** The district's 1:1 device purchasing is complete, and each student will be issued a district-owned device at the start of the school year for use at home. Students in Grades K-1 will receive iPads; students in Grades 2-12 will be issued Chromebooks. Students in Grades K-6 will always leave devices at home to be prepared for immediate transition to remote instruction. Students in Grades 7-12 will transport their devices to and from school daily. In a remote open, teachers of K-2 will use the Seesaw LMS. Training will be provided in-house as needed. Teachers of Grades 3-12 will use the Schoology LMS. The HCSD Tech Department will support use of Seesaw and Schoology. Each student/family will be provided with a point-of-contact teacher who will communicate weekly during any four-day week of instruction to monitor access to tech devices and internet connectivity.
- **Hybrid Open:** K-6 students will have access to devices at home and receive in-person instruction in school. 7-12 students will have access to devices at home and may transport them to school for use while in-person during a 2+1+2 open.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

The district will provide charging stations onsite for students in Grades 7-12 so that the chargers issued with their devices can remain at home, ready for use in remote instruction situations. One set of headphones—to minimize distractions—will be issued to each student in Grades K-12.

Cross References

- Continuity of Instruction Guidance Protocol #3 Technology for Learning
- Continuity of Instruction Guidance Protocol #4 Equity of Access to Internet Connection

Critical Indicator of Success #10

Provide training/guidance for parents and families about the use of technology and instructional software.

Current Status

Inactive

School District Interests

Following the March-June 2020 closure, family and teacher feedback indicated the need for common learning management systems, training in their use, and tech support.

Student/Family Interests

Engagement in learning will improve when students and their families have appropriate training in the common learning management systems and platforms.

Recommendations

- **In-Person Open:** Provide students and families with online training opportunities, e.g., BT BOCES remote training: <https://sites.google.com/btboces.org/scricplic-online-instruction-g/home?authuser=0>. Partner with the Hancock Community Education Foundation to provide tech support and training to families through the Family Learning Center and the After-school Program.
- **Remote Open:** Provide students and families with online training opportunities, e.g., BT BOCES remote training: <https://sites.google.com/btboces.org/scricplic-online-instruction-g/home?authuser=0>. Point of contact teacher will monitor student issues with technology.
- **Hybrid Open:** Provide students and families with online training opportunities, e.g., BT BOCES remote training: <https://sites.google.com/btboces.org/scricplic-online-instruction-g/home?authuser=0>. Partner with the Hancock Community Education Foundation to provide tech support and training to families through the Learning Center and the After-school Program.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

Build capacity for remote and hybrid instruction for teachers, students, and families regardless of the open scenario in September 2020.

Cross References

- Continuity of Instruction Guidance Protocol #2 Roles and Responsibilities during Remote Instruction
- Continuity of Instruction Guidance Protocol #3 Technology for Learning

Critical Indicator of Success: #11

Monitor student attendance/engagement in learning tasks.

Current Status

In progress

School District Interests

Student engagement leads to successful learning; all students must have equitable access to instruction. Communication with families and tiered interventions are integral components of consistent student engagement. *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Reopening Mandatory Requirement*: Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

Student/Family Interests

Families need consistent communication and resources to support their child(ren)'s active attendance and participation. Seesaw (Grades PreK-2) and Schoology (Grades 3-12) provide parents access to students' completed tasks and "email the teacher" capability.

Recommendations

- **In-Person Open:** Standard procedures for attendance will be operational.
- **Remote Open:** During both the four-day and five-day instructional schedule, each student's point-of-contact teacher will communicate weekly with the family to review patterns of attendance/participation in the synchronous doc cam instruction. Teachers will maintain daily logs of student participation and family contact including engagement in virtual classroom instruction, task completion, phone and email communication.
- **Hybrid Open:** Daily attendance will be monitored with standard in-person procedures for those students on-site. Teacher attendance logs and electronic usage reports from the learning management systems will monitor remote students' attendance.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

Provide tech support in accessing electronic reports from Seesaw, Schoology, Zoom, and Microsoft Teams for tracking student participation. Students with chronic lack of engagement will be referred to the building administrator and to the Student Support Team (SST). Intervention strategies from the Pre-Referral Intervention Manual (PRIM) will be implemented.

Cross References

- Continuity of Instruction Guidance Protocol #2 Roles and Responsibilities during Remote Instruction
- Continuity of Instruction Guidance Protocol #8 Multi-Tiered System of Support for Students

Critical Indicator of Success #12

Provide communication to parents and other stakeholders.

Current Status

In progress

School District Interests

HCSO commits to partnering with families to ensure student success through transparency and effective, consistent communication.

Student/Family Interests

Families and students need consistent, clear communication and regular, effective feedback.

Recommendations

- **In-Person Open:** Maintain all traditional forms of communication, including mail, website updates, all calls, email, and phone calls.
- **Remote Open:** Maintain all traditional forms of communication, including mail, website updates, all calls, email, and phone calls. Implement the point of contact weekly check-in and provide all student learning tasks and resources through Seesaw and Google Classroom.
- **Hybrid Open:** Maintain all traditional forms of communication, including mail, website updates, all calls, email, and phone calls. Implement the point of contact weekly check-in and provide all student learning tasks and resources through Seesaw and Google Classroom. Use Seesaw and Schoology to provide comprehensive communication with families during any scenario with a remote component.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

Partner with HCEF to provide accurate, timely information to students and families through the Learning Center and the After-school Program.

Cross References

TBD

Critical Indicator of Success #13

Provide time to logistically schedule and coordinate in-school and remote master schedules.

Current Status

In progress

School District Interests

Set clear expectations and guidelines for students, staff and parents with viable instructional schedules in all open scenarios.

Student/Family Interests

Establish an effective school, home, work balance for optimal student learning success.

Recommendations

- **In-Person:** Follow traditional instructional schedule adjusted to four- or five-day week.
- **Remote:** Remote instruction will be delivered via doc cam, Seesaw (K-2) and Schoology (3-12) to provide clarity and consistency for teachers, students, and families. Remote instruction will be provided synchronously according to the daily schedules included below. The Collective Bargaining Agreement guides expectations for instructional intensity. Per that agreement, teachers will provide instruction, collaborate for lesson development, conduct student check-ins, and hold parent and student conferences. All K-12 curriculum and instruction is aligned to the most current NYS Learning Standards, and secondary instruction is focused on meeting all Regents/program requirements for all students.
- **Hybrid:** For those students receiving in-person instruction, the traditional schedule will be followed. Synchronous remote instruction will be delivered from the classroom via doc cams. The same schedule will be in effect for both cohorts of students. Minor adjustments to the in-person schedules will accommodate extra time needed for safe transitions and adherence to all H/S/W protocols.
- **In-Person/Disrupted:** Transition will be made to the appropriate instructional schedule—hybrid or remote.

Special Considerations and Recovery

Remote instruction will be offered via doc cam, Seesaw, Schoology, Zoom, and/or Microsoft Teams. Instruction should be recorded whenever possible for students to review asynchronously. Synchronous instruction will be provided via doc cam in both hybrid and remote schedules. Special consideration in a return to in-person instruction will be given to early learners—students in Grades K-6. Cohort determination includes special consideration for all differently abled learners. Electives/Chorus/Band/PE will integrate Social Emotional Learning into their learning objectives/standards.

Cross References

Continuity of Instruction Guidance Protocol #6 Wednesday Schedule for 2+1+2 Instructional Schedule

Continuity of Instruction Guidance Protocol #7: 2020-2021 Draft Schedules for Instruction

Critical Indicator of Success #14

Provide systems to authentically assess (evaluate) teacher in-school and remote teacher instructional practice.

Current Status

In progress according to the HCSD approved APPR plan (**See Appendix**).

School District Interests

Data collection on teacher practice is critical to systemic improvement, accountability, building capacity, and student success.

Student/Family Interests

Students and families want equitable access to consistent, quality instruction.

Recommendations

- **In-Person:** Supervision of teachers and the assessment of instructional practice will follow the established procedures per the HCSD APPR plan.
- **Remote:** The assessment of instructional practice will be completed through weekly teacher logs of instructional lessons, student participation, and family contact. Some observations may be conducted electronically through Zoom or Microsoft Teams. Teachers are essential in all open scenarios and will report five days per week. Lesson plans will be submitted per the teaching contract.
- **Hybrid:** Supervision of teachers and the assessment of instructional practice will follow the established procedures per the HCSD APPR plan.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

HCSD will ensure all teachers, including substitute 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. In the event that an uncertified educator is employed by the District, every effort will be made to cooperate with NYSED and/or regional certification office to ensure a viable pathway to appropriate licensure.

Cross References

TBD

Critical Indicator of Success #15

Other Planning Considerations.

Current Status

TBD.

Wildcat Reset: Continuity of Instruction

SECTION 3: ENSURE AN EQUITABLE LEARNING OPPORTUNITY FOR ALL STUDENTS

Critical Indicator of Success: #16

Determine how to monitor instructional minutes and IEP/504 goals for students with disabilities and provide resources for learning at school or at home.

Current Status

In progress, in accordance with Child Find.

School District Interests

Providing all special education services in compliance with a student's IEP/504 plan is essential to student success.

Student/Family Interests

Students and families need access to all services designed to provide a successful learning experience.

Recommendations

Classroom teachers and special education teachers will collaborate weekly to discuss student needs and learning progress. Special Education teachers support the learning of core instruction, provide additional intervention as needed, and ensure and monitor the provision of accommodations with support from the Director of Pupil Personnel. Student assessment of learning is monitored by both the classroom teacher and the special education teacher; special education teachers maintain written verification of students with disabilities' progress toward IEP or 504 plan goals. In all opening scenarios—in-person, hybrid, or remote—related service providers continue to provide services in accordance with state guidelines. The Director of Pupil Personnel oversees and monitors communication with the parents/guardians of students with disabilities.

- **In-Person:** Standard practice will be operational in accordance with NYSED regulations.
- **Remote:** Special education teachers will document weekly instructional minutes and student progress toward IEP/504 plan goals. Documentation will be submitted to the building principal and Director of Pupil Personnel. Required meetings will be held remotely via Microsoft Teams or Zoom.
- **Hybrid:** Special education teachers will document weekly instructional minutes and student progress toward IEP/504 plan goals. Documentation will be submitted to the building principal and Director of Pupil Personnel. Required meetings will be held remotely via Microsoft Teams or Zoom or in-person when deemed safe following all Department of Health safety protocols.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

TBD.

Cross References

TBD

Critical Indicator of Success #17

Assess and limit barriers for homeless/ENL/ELL students.

Current Status

In progress

School District Interests

Every student deserves equitable access to the general ed curriculum and a viable education with support for physical, mental, and emotional safety and wellness.

Student/Family Interests

Every family wants their children to be safe, well, and educated.

Recommendations

- **In-Person:** The District will identify homeless students through the guidance department or referral Delaware County Department of Social Services referral. Once a student is identified, a school administrator will refer the parent/guardian/student to the in-kind Delaware County DSS Caseworker located in the MS/HS building. ENL and ELL students, when identified, are assessed for level of need; the district then contracts services through the BOCES or BETAC--ELL/ENL itinerant service (DCMO BOCES CoSer #350).
- **Remote:** The District will identify homeless students through the guidance department or Delaware County referral. Once a student is identified, a school administrator will refer the parent/guardian/student to the in-kind Delaware County DSS Caseworker via the building administrator's email or phone call. ENL and ELL students, when identified, are assessed for level of need; the district then contracts services through the BOCES or BETAC--ELL/ENL itinerant service (DCMO BOCES CoSer #350).
- **Hybrid:** The District will identify homeless students through the guidance department or Delaware County DSS referral. Once a student is identified, a school administrator will refer the parent/guardian/student to the in-kind Delaware County DSS Caseworker located in the MS/HS building. ENL and ELL students, when identified, are assessed for level of need; the district then contracts services through the BOCES or BETAC--ELL/ENL itinerant service (DCMO BOCES CoSer #350).
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above.

Special Considerations and Recovery

The relationship between the district and the Delaware County DSS is an effective partnership, and information is shared regularly among the caseworker assigned to Hancock and school officials.

Wrap-around supports are provided on an on-going basis for students and families in need.

The ELL identification process will occur within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20 and for all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs will resume within required 10 school days of initial enrollment as required.

The BOCES provider will deliver the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction and will ensure the maintenance of regular communication with parents/guardians of ELLs in their preferred language and mode of communication to keep them engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs.

Cross References

TBD

Critical Indicator of Success #18

Inspire, motivate, and protect reticent and/or disengaged students due to COVID-19. Incorporate strategies to mitigate digital truancy.

Current Status

In progress; additional counseling added in the elementary building and teletherapy with retired counselor and school psychologist is available.

School District Interests

Based on informal feedback from students, teachers, and families after the COVID-19 closure, increased student engagement is a priority for SY 2020-21. Hancock CSD addresses non-engaged, reticent students on a case-by-case basis. Teacher activity logs and attendance records provide verification of attempted student/family contact. Counselors and building administrators are informed of any students who are not participating regularly. HCSD will work to form an advisory team 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.

Student/Family Interests

Families need to feel confident in the district's health, safety, and welfare protocols in the wake of COVID-19 to send their child(ren) to school. Families need and want support and direction from the district to keep their child(ren) engaged in remote learning.

Recommendations

In all opening scenarios, the impact of returning to school after a prolonged COVID-19 closure may manifest itself in a variety of social-emotional issues for students, families, and staff. Ongoing professional development in social-emotional learning and mental health issues should begin in September and occur quarterly with dedicated CFS time for teacher teams to collaboratively review and implement developmentally appropriate strategies for students. DCMO BOCES Instructional Support on-site training should be focused on SEL strategies in the 2020-21 school year. The Hancock Community Education Foundation (HCEF) commits to a partnership with HCSD to provide parallel training and activities through the Family Learning Center.

- **In-Person:** Develop, communicate, and implement a district-wide three-tiered system of intervention strategies to address reticent/disengaged students.
- **Remote:** Develop, communicate, and implement a district-wide three-tiered system of intervention strategies to address reticent/disengaged students.
- **Hybrid:** Develop, communicate, and implement a district-wide three-tiered system of intervention strategies to address reticent/disengaged students.
- **In-Person/Disrupted:** Follow recommendations for appropriate scenario above

Special Considerations and Recovery

The Instructional Leadership Team (ILT) will plan and provide professional development for teaching staff to include understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL. Reference the COVID-19 Student/Staff Mental Health Checklist and the HCSD Developmental School Counseling Program plan (**See Appendix**).

Cross References

- Continuity of Instruction Guidance Protocol #8, Multi-Tiered System of Support for Students
- Continuity of Instruction Guidance Protocol #9 Childcare
- Health/Safety/Welfare Guidance Protocol #4 Social Emotional Learning Services
Health/Safety/Welfare Guidance Protocol #10 Mental Health Services

Critical Indicator of Success #19

Other Planning Considerations

Current Status

TBD

HANCOCK CSD WILDCAT RESET

Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis

**PROTOCOL:
Continuity of Instruction**



Hancock Central School District

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PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Continuity of Instruction Guidance Protocol #1

HCSD MODIFIED GRADING SYSTEM© RUBRIC AND TEACHER ALTERNATIVE GRADING FRAMEWORK

----- Minimally Proficient ----- Proficient ----- Advanced Proficient---w/distinction

K 12 Rubric	Novice	Apprentice	Practitioner	Master
Teacher Evaluation of Student Work <i>(Teacher via Alternative Grading Framework)</i>	When taking into account completed assignments, class participation, and/or engagement in learning experiences—remote or in-person, and any other related achievement data, the student produced basic work that will require close monitoring moving forward. The student earned less than a passing grade. (K-2= N)	When taking into account completed assignments, class participation, and/or engagement in learning experiences—remote or in-person, and any other related achievement data, the student produced basic-proficient work. The student earned a passing grade below 75%. (K-2= I)	When taking into account completed assignments, class participation, and/or engagement in learning experiences—remote or in-person, and any other related achievement data, the student produced proficient work. The student earned a grade between 75% and 89%. (K-2= S)	When taking into account completed assignments, class participation, and/or engagement in learning experiences—remote or in-person, and any other related achievement data, the student produced advanced work. The student earned a grade of 90% or higher (95% = with distinction). (K-2= O)
Encore Teachers' Evaluation of Student Work After School	Based on the student's engagement, the student demonstrates minimal participation and engagement.	Based on the student's engagement, the student demonstrates an attempt at participation and engagement.	Based on the student's engagement, the student demonstrates meaningful participation and engagement.	Based on the student's engagement, the student demonstrates meaningful participation and exceptional engagement.
Student Self-Assessment	Based on a student self-assessment, the student determines that s/he is unable to demonstrate proficiency of his/her learning goals.	Based on a student self-assessment, the student determines that s/he is able to demonstrate proficiency for some of his/her learning goals.	Based on a student self-assessment, the student determines that s/he is able to demonstrate proficiency of most of his/her learning goals.	Based on a student self-assessment, the student determines that s/he is able to demonstrate mastery of most or all of his/her learning goals.
Administrator Judgment	Based on a review of all available data, the school administrator determines that the student needs monitoring and support to meet proficiency.	Based on a review of all available data, the school administrator determines that the student meets basic proficiency.	Based on a review of all available data, the school administrator determines that the student meets grade-level proficiency.	Based on a review of all available data, the school administrator determines that the student is highly proficient.

Terminology aligned to NYSED/ESSA accountability: <http://www.nysed.gov/common/nysed/files/programs/essa/nys-essa-plan-summary.pdf> (p. 27) Terrance P. Dougherty, Ph.D.©

Alternative Grading Framework

Student	Teacher	Class		
1. Student Learning		Often	Sometimes	Rarely
Student demonstrates proficiency on HCS Essential Standards and Learning Targets.				
Student demonstrates grade-level skill and concept development.				
Student demonstrates proficiency in using technology to access and/or support learning.				
Student engages in learning and participates in class.				
2. Student Shows Self-Direction in Learning				
Student works collaboratively with peers.				
Student completes tasks on time and with accuracy.				
Student's learning trajectory is on track.				
Student seeks clarification/extra help when needed.				
Student takes risks in his/her learning.				
3. Student Attendance and Engagement				
Student attends class in-person or remotely.				
4. Teacher Comments:				

Signatures of collaborating teachers:

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PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Continuity of Instruction Guidance Protocol #2

ROLES AND RESPONSIBILITIES DURING REMOTE INSTRUCTION

Students:

1. Students will participate in learning and interact with their teacher(s) daily. Attendance and participation will be monitored.
2. Students/parents/families will notify the teacher when they are unable to engage in any day's learning. Make-up assignments or extra time and help will be provided.
3. Students needing extra time and instruction may request assistance on Wednesday of each week during the 4-day hybrid/remote schedule.
4. Student work must be submitted electronically using Seesaw, Schoology, or other format approved by a building administrator.
5. Internet is available to students who do not have access. Options include: the Hancock Telephone Company, community businesses offering free Wi-Fi, the Hancock Community Education Foundation's After-School Program, and synchronized hot spot connectivity with administrative approval in a designated district parking lot.
6. Students must use their school email accounts to communicate with any HCSD staff.
7. Students will demonstrate digital etiquette & citizenship according to district Code of Conduct.

Teachers:

1. Teachers are essential workers and will report five days per week.
2. Instruction in the hybrid model will be delivered in-person for those in attendance; web and doc cams will provide synchronous instruction for those students working remotely.
3. Student participation/engagement/attendance will be recorded daily.
4. Weekly family contact will be made by point-of-contact teacher. Families will be notified after 2 days of absence/disengagement each week. Students may be referred to Student Support Team.
5. Students will receive all instructional materials via Seesaw, Schoology, or school email.

Parents/Families:

1. Families provide coaching, encouragement, and support for students' learning.
2. Families will ensure their students attend/participate in instruction daily.
3. Families may contact any of their children's teachers during regular school hours.
4. Seesaw, Schoology, and email are used to contact teachers outside of the school day.
5. Parents and family members are not expected to teach new content. They are guides, providing time and structure for student focus. Teachers must be notified at any time a student is struggling with the learning task. Learning/understanding incorrectly requires up to three times as long to "unlearn" and reteach/relearn.

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PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Continuity of Instruction Guidance Protocol #3 **TECHNOLOGY FOR LEARNING**

Students:

Students in Grades PreK-1 will be issued district-owned iPads, a charger, and one set of headphones. The iPads and accessories should remain at home for remote learning at any time.

Students in Grades 2-12 will be issued district-owned Chromebooks, a charger, and one set of headphones. Students in Grades 2-6 will keep the Chromebooks/accessories at home, ready for use in remote learning. Students in Grades 7-12 will transport the Chromebooks to and from home to school daily. Chromebooks should be fully charged before school each day. Chargers and headphones must be left at home; the district has charging stations if needed.

Students will be instructed in use of the Seesaw (PreK-2) or Schoology (Grades 3-12), both of which are Ed Law 2D compliant.

Students will learn and demonstrate developmentally appropriate digital citizenship and online etiquette in accordance with the district's Code of Conduct.

If tech support is needed, the student or parent should call: 607-766-3800.

If tech repair is needed, the student or parent should notify the building principal. Students will be issued one set of headphones; if lost or damaged, headphones will not be replaced by the district. All devices will be returned to the district when requested for cleaning, repair, and maintenance.

Parents/Families:

Parents and family members can provide support and encouragement for electronic learning.

- Remind students to handle devices with care and to protect the headphones and charger.
- Provide an appropriate, quiet area for your child's school time at home.
- Monitor your child's use of the internet.
- Keep a record of log-in information.
- Access short training videos for using Seesaw and Schoology through the Broome-Tioga BOCES: : <https://sites.google.com/btboces.org/scricplic-online-instruction-g/home?authuser=0>
- Monitor the communication from teachers to help your child schedule the timely completion of tasks.
- Use email, Seesaw, or Schoology to message teachers.

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Wildcat Reset: Continuity of Instruction Guidance Protocol #4

EQUITY OF ACCESS TO INTERNET CONNECTION

- HCSD will provide internet connection for any students without access.
- Students/families new to the district should contact the building principal. The Technology Department, partnered with the Hancock Telephone Company, will assess the family's service area and provide available options for connection.
- If a student loses internet connection after the start of the academic year, the building principal must be notified by the student, the family, and/or teachers of the student. The Technology Department, partnered with the Hancock Telephone Company, will provide the available options for re-connection.
- Community sites (Town Square, McDonald's) offer free Wi-Fi.
- HCSD will provide synchronous hot spots in a designated district parking lot with administrative approval and scheduling.
- Students in the Hancock Community Education Foundation's After-School Program will have access to the internet, along with time and support to complete learning tasks.
- Non-resident students will work with HCSD and their home district(s) to access adequate internet service.

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Wildcat Reset: Continuity of Instruction Guidance Protocol #5

WEDNESDAY SCHEDULE FOR 2+1+2 IN-PERSON, REMOTE OR HYBRID INSTRUCTION

8:15-9:00 am	Planning and Preparation
9:00-10:00 am	Teacher Office Hours/Student and Family Contact
10:00-11:30 am	Professional Development (in whole group; in CFS Teams; self-directed) <ul style="list-style-type: none">▪ Social-Emotional Learning▪ Technology/Seesaw/Schoology/Zoom/Microsoft Teams▪ Remote/hybrid instructional strategies Student Support Team Meetings (monthly): MTSS—Tiers 2 and 3
11:30 am-12:00 pm	Lunch
12:15-1:15 pm	Teacher Office Hours/WIN (What I Need Intervention/Extension)
1:15-2:30 pm	Collaboration for Success: curriculum, instruction, and assessment planning
2:30-3:30 pm	Extended day Teacher Office Hours

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Wildcat Reset: Continuity of Instruction Guidance Protocol #6

REMOTE LEARNING PARENT SURVEY

Please take 3-5 minutes to complete the survey below to help HCS to better understand the needs of our families in a remote learning environment. * **Required**

1. If all Center for Disease Control and Delaware County Department of Health safety precautions are in place, do you feel confident sending your child(ren) to school in September? * Yes No
2. Based on your experience over the last three months, was your internet connectivity sufficient enough to support your interactions with teachers? Yes No
3. If technical support and training were offered on how to use a Learning Management System (LMS) to better support your child/children, would you participate? * Yes No
4. If the After-School Program (ASP) offered childcare, academic support, and/or 1:1 tutoring during the school day, would you participate? Yes No
5. If you answered YES to the above question, would you be willing to self-transport? Yes No
6. Which of the following do you need to support your child/children in a remote learning environment? Check all that apply.
 - Device
 - Internet
 - Learning Management System (LMS) training
 - Childcare
 - One spot for any information/updates related to COVID-19 and your child's educational needs
7. Would you prefer to have communication with all of your child's teachers each day or one teacher who acts as a case manager? ___ Every teacher ___ One teacher (case manager)

Submit

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Wildcat Reset: Continuity of Instruction Guidance Protocol #7

2020-2021 DRAFT SCHEDULES FOR INSTRUCTION

Elementary In-Person/Hybrid Instruction

<i>A. Pascarelli</i>		<i>M. Hull</i>	<i>M. Karcher</i>	<i>K. Bass</i>	<i>K. Rice</i>	<i>C. Milk</i>	<i>K. Cooper</i>	<i>R. Prescott</i>
	7:45-8:00							
Library Duty (1-6)	8:00-8:30	Attendance, lunch count, seatwork	Attendance, lunch count, seatwork	Attendance, lunch count, seatwork	Attendance, lunch count, seatwork	Attendance, lunch count, seatwork	Attendance, lunch count, seatwork	Attendance, lunch count, seatwork
WHES News (Monday) MP and WIN	8:30-9:00	Pre Kindergarten	MP (T/TH) Remediation (W/F)	MP (T/TH) Remediation (W/F)	MP (T/TH) Remediation (W/F)	MP (T/TH) Remediation (W/F)	MP (T/TH) Remediation (W/F)	
Prep (1-6)	9:00-9:40		ELA	Science (1,3,5) SS (2,4,6)	ELA	Science/SS	Science/SS	Science
4th PE (1,3,5) 3rd PE (2,4,6)	9:45-10:25		ELA	ELA	Science/SS	Math PE 9:45-10:25 (2,4,6)	Math PE 9:45-10:25 (2,4,6)	Math PE 9:45-10:25 (1,3, 5)
Lunch 10:30-11:00	10:20-11:00		Lunch (10:35) (Barb)	Writing	Writing	Math	Math	Math
K Recess	11:00-11:30		RECESS Timeout-Betsy	Lunch (11:00)	Lunch (11:05)	Lunch (11:10)	Lunch (11:10)	Math
1-2 Recess	11:30-12:00		Calendar	RECESS (Barb, Betsy)	RECESS (Barb, Betsy)			Lunch (11:25)
3,4 Recess	12:00-12:30		Calendar/ Snack Art 30 min. (1)	Art 30 min (5)	Math	RECESS (Betsy, Timeout-Barb)	RECESS (Betsy, Timeout-Barb)	RECESS (Betsy Timeout- Barb)

1st PE 2, 4, 6 ___ Com (5) Kar Comp (1) Rice Comp(3)	12:30-1:10		Library (3) Comp (1) Math	PE (2,4,6)	Math Comp (3) Art 30 min (2)	ELA Art 30 min.(1)	ELA Art 30 min.(1)	ELA Art 30 min.(4)
K PE (2, 4, 6) 2nd PE (1,3,5)	1:10-1:50		Music (5) 1:05-1:35 PE (2,4,6)	Math Music (1) 1:05-1:35 Lib (3)	Library (4) Music (6) 1:05-1:35 PE (1,3,5)	ELA- Writing (1)	ELA- Writing (1)	ELA- Writing (1)
Bass Comp (3) 3rd Comp (4) Prescott (1)	1:50-2:30			Comp (3)		Music (3) 1:55-2:25 Library (5) Comp (4)	Music (3) 1:55- 2:25 Library (5) Comp (4)	Music (6) 1:55- 2:25 Computers (1) Library (2)

Secondary In-Person/Hybrid Instruction

	Period 1 8:05-8:45	Period 2 8:47-9:27	Period 3 9:29-10:09	Period 4 10:11-10:51	Period 5 MS 10:53-11:23	Period 6 HS 10:53-11:33	Period 7 MS 11:25-12:05
Dirig D.	Prep	HS AIS/Journ?	Eng 9 inc	Eng 7 inc	Lunch/Café		AIS 7-8/Lunch
Nyberg K	Prep	SS 8	SS 8 inc.	Global SC	Lunch/Café		SH/Lunch
Wormuth J	Algebra 1B inc.	Math 8 inc	Math 8	Prep	Lunch/Café		AIS 8/Lunch
Kelly J	Chemistry	Chem Lab/Prep	Sci 7 inc	Prep	Lunch/Café		SH/Lunch
White G	Math 6	SS 6	Prep	Skills	Lunch/Café		SH/Lunch
Smith R.	ELA 5	Sci 5	Prep	Skills	Lunch/Café		SH/Lunch
Dufton K	ELA 5	Sci 5	Prep	Skills	Lunch/Café		RR (evens)/Lunch
Hazen A	Math 6	Prep	HS RR	ELA 7 inc	Lunch/Café		RR/Lunch
Drumm L	Prep	SS 6	SS 8 inc	Skills	Lunch/Café	Health inc.	Lunch
Smith B	Algebra 1A inc	Prep	Sci 7 inc	Span 8			RR/Lunch
Dulay C	Prep	MS Math SC	HS ELA SC	MS ELA SC	Lunch/Café		RR/Lunch
Noyd L	Music 8(S1/S2)	HS Chorus/Ch Choir	Plan	HS SH	Lunch		MS Chorus (6-8 evens) (5 odds)
Murray N	Lessons	HS Band	Lessons	Prep	Lunch		MS Band (6-8 odds)(5 evens)
Held K	Tech 8 (S1/S2)	Tech 7 (S1/S2)	Prep	Cabinet M	Lunch		Other District
MacDonald K	H & C 7 (S2)odd/even	Basic Foods (S2)	H & C 6 (odds) (S2)	Prep		Basic Foods (S2)	
Gaylord D	Art 7 (S1) odds/evens Ceramics (S2)	Studio Art	Prep (S1)/ Art 5 (evens) (S2)	Prep		Studio Art	
Gross D	Span 2	Prep	Span 4	Span 8		HS SH	
Messenger A	HS PE	Health odd/even	PE 6 even/PE 5odd	Prep		Health inc.	
Bedient D	PE 7 (Odd/even)	HS PE	HS SH	HS PE		Lunch	
Charles C	MS Lab	Comp 7 (S1/S2)	Prep	MS Lab		Soc/Psych	

Gross P	Coll Eng 12 inc	Prep	Coll Eng 12	Eng 10 inc		Eng 10	
Davis M	AIS	HS SH	Govt/Econ inc	Econ/Govt		US Hist. 11	
DaBrescia K	SS 10	Dept. Ch.	SS 9	SS 9 inc		SS 10 inc	
Mann J	HS SH	Prep/ L.E. Lab inc.	Liv. Env.	L. E. Lab/L.E. Lab		Liv. Env.	
O'Boyle T	Physics	Phy Lab/E. S. Lab	Earth Sci.	Sci Sem		Prep/HS SH	
Makowski K	Busi/Cons	Accounting	Algebra 1R	Prep		Lunch	
Oliveri V	Algebra 1A inc	ISD coverage	Algebra 1A	Prep		Math Apps	
Mangefrida	Algebra 1B inc.	Math 8 inc	AIS/Prep	HS RR	Lunch		Prep/MS RR
White K	Coll Eng 12 inc	Dept. Ch.	Eng 9 inc	Eng 10 inc		Prep	
Herzog K	HS Lib	Prep	Lib 5 (evens)/Lib 6 (odds)(S1)	SS 9 inc		SS 10 inc	
Kenyon S	HS RR	HS RR/LELab	Govt/Econ inc	Lunch		HS RR	
Ellis J	ISD	Prep	ISD	ISD		ISD	

K- 2 Remote Instruction

Monday	Tuesday	Wednesday	Thursday	Friday
ELA-NYS modules inclusive of Science/S.S. 15 minutes	ELA 15 minutes	Protocol #5 Schedule Deep Cleaning Meal Delivery	ELA 15 minutes	ELA 15 minutes
Writing 15 minutes	Writing 15 minutes		Writing 15 minutes	Writing 15 minutes
Math 30 minutes	Math 30 minutes		Math 30 minutes	Math 30 minutes
Art/Music 15 minutes	PE 15 minutes		PE 15 minutes	Computers/Library 15 minutes
Extra SEL 15 min	Extra SEL 15 min		Extra SEL 15 min	Extra SEL 15 min

Grades 3 & 4 Remote Instruction

Monday	Tuesday	Wednesday	Thursday	Friday
ELA 20 minutes	ELA 20 minutes	Protocol #5 Schedule Deep Cleaning Meal Delivery	ELA 20 minutes	ELA 20 minutes
Writing 10 minutes	Writing 10 minutes		Writing 10 minutes	Writing 10 minutes
Math 30 minutes	Math 30 minutes		Math 30 minutes	Math 30 minutes
Art/Music/SEL 15 minutes	PE/SEL 15 minutes		PE/SEL 15 minutes	H & C/Comp/Lib/SEL 15 minutes
Science 15 minutes	Science 15 minutes		Social Studies 15 minutes	Social Studies 15 minutes

Grades 5 & 6 Remote Instruction

Monday	Tuesday	Wednesday	Thursday	Friday
ELA 20 minutes	ELA 20 minutes	Protocol #5 Schedule Deep Cleaning Meal Delivery	ELA 20 minutes	ELA 20 minutes
Math 20 minutes	Math 20 minutes		Math 20 minutes	Math 20 minutes
Science 10 minutes	History 10 minutes		Science 10 minutes	History 10 minutes
Chorus 10 minutes	Band 10 minutes		Chorus 10 minutes	Band 10 minutes
PE 10 minutes	Elective 10 minutes		PE 10 minutes	Elective 10 minutes
Elective 10 minutes	Elective 10 minutes		Elective 10 minutes	Elective 10 minutes

Grades 7 & 8 Remote Instruction

Monday	Tuesday	Wednesday	Thursday	Friday
ELA 25 minutes	ELA 25 minutes	Protocol #5 Schedule Deep Cleaning Meal Delivery	ELA 25 minutes	ELA 25 minutes
Math 25 minutes	Math 25 minutes		Math 25 minutes	Math 25 minutes
Science 25 minutes	Science 25 minutes		Science 25 minutes	Science 25 minutes
Social Studies 25 minutes	Social Studies 25 minutes		Social Studies 25 minutes	Social Studies 25 minutes
Grade 7 Health Grade 8 Spanish 25 minutes	Grade 7 Health Grade 8 Spanish 25 minutes		Grade 7 Health Grade 8 Spanish 25 minutes	Grade 7 Health Grade 8 Spanish 25 minutes
Chorus 20 minutes	Band 20 minutes		Chorus 20 minutes	Band 20 minutes

PE 20 minutes	Elective 20 minutes		PE 20 minutes	Elective 20 minutes
Elective 20 minutes	Elective 20 minutes		Elective 20 minutes	Elective 20 minutes

Grades 9-12 Remote Instruction

Monday	Tuesday	Wednesday	Thursday	Friday
ELA 25 minutes	ELA 25 minutes	Protocol #5 Schedule Deep Cleaning Meal Delivery	ELA 25 minutes	ELA 25 minutes
Math 25 minutes	Math 25 minutes		Math 25 minutes	Math 25 minutes
Science 25 minutes	Science 25 minutes		Science 25 minutes	Science 25 minutes
History 25 minutes	History 25 minutes		History 25 minutes	History 25 minutes
Spanish 25 minutes	Spanish 25 minutes		Spanish 25 minutes	Spanish 25 minutes
Chorus 20 minutes	Band 20 minutes		Chorus 20 minutes	Band 20 minutes
PE 20 minutes	Lab 20 minutes		PE 20 minutes	Lab 20 minutes
Elective 25 minutes	Elective 25 minutes		Elective 25 minutes	Elective 25 minutes

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PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Continuity of Instruction Guidance Protocol #8

Multi-Tiered System of Support (MTSS) For Students With Trauma-Induced Anxiety

Tier 1: For all students

- Provide a single point-of-contact teacher assigned for each student for weekly family contact and daily monitoring of student attendance, participation, engagement, and physical, mental, social, and emotional wellness.
- Embed social-emotional learning activities in all Encore subjects—art, music, physical education.
- Provide classroom level community-building activities to create a positive, collaborative culture for caring and learning.

Tier 2: Referral to the building level SST (Student Support Team)

- Working collaboratively with the building principal and other school personnel (e.g., guidance counselor, school nurse), identify the root cause of the disengagement or anxiety and develop interventions resources, including teletherapy, to address student needs.
- Reference the PRIM manual and the *Dialogue for Personalized Re-engagement*. *
- SST monitors the effectiveness of each intervention.
- Partner with HCEF After-School Program for support of students in Grades K-9.

Tier 3: Referral to community agencies for additional outside interventions and support.

- Building Principal contacts family of student to recommend referral to outside agencies or makes direct referral to the agency.
- Building Principal refers student/family to Delaware County DSS Caseworker onsite, if appropriate.

**Dialogue for Personalized Re-engagement (Tier 2 Intervention)*

The aim of the dialogue is to talk openly with (not talk at) the youngster to clarify reasons for the disengagement. Reframe learning activities – exploring changes that help the student (a) view instructional activity and those guiding the work as supportive (rather than controlling) and (b) perceive content, outcomes, and activity options as personally valuable and obtainable. Examples include eliminating threatening evaluative measures; reframing content and processes to convey purpose in terms of real-life needs and experiences; enhancing expectations of personal benefits. Renegotiate involvement in learning activities – developing new and mutual agreements that will be evolved over time. The intent is to affect perceptions of choice, value, and probable outcome. The focus throughout is on clarifying awareness of valued options (including valued enrichment opportunities), enhancing expectations of positive outcomes, and engaging the youngster in meaningful, ongoing decision making. Arriving at and maintaining an effective mutual agreement involves assisting the youngster in sampling what is proposed and ensuring provision for reevaluating and modifying decisions as perceptions shift. Re-establish and maintain an appropriate instructional relationship – ensuring that ongoing interactions are designed to create a sense of trust, open communication, and provide personalized support and direction.

A Cautionary Note:

Rather than addressing the reasons for disengagement, the focus often turns to managing the associated behavior problems. This tends to lead to over-relying on social control strategies. Such strategies can temporarily suppress negative behaviors but are not usually effective in re-engaging a youngster in learning. And, without re-engagement, unwanted behavior will very likely reappear. http://smhp.psych.ucla.edu/improving_school_improvement.html)

School Board Association's Center for Education Safety. *Pandemic Recovery Considerations: Re-entry and Reopening of Schools*. www.mosba.org, p. 87.

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Wildcat Reset: Continuity of Instruction Guidance Protocols

Childcare Services Protocol (#9)

- Childcare services may be needed for some families on Wednesdays in the 2+1+2 model HCS is planning for the 2020-21 school year in grades PreK-6. This is in addition to the regularly scheduled After-School Program (ASP), Grades K-9, which operates each day while school is in session from 2:30-5:30 PM.
- The HCEF will be utilizing the following OCFS approved rooms in the Elementary and MS/HS buildings for the provision of daycare services for identified students:
 - HES – Rooms 103, 106, 108, 110, 111, 112, 113, 114, 115, Boys' Bathroom – near Gymnasium, Boys' Bathroom - near Nurse's Office, Cafeteria/Auditorium, Girls' Bathroom – near Gymnasium, Girls' Bathroom – near Nurse's Office, and the Kitchen
 - MS/HS – Rooms 100, 100A, 101, 122, 213, 229, 308, Gymnasium, and the Cafeteria
- The deep cleaning schedule will be adjusted on Wednesdays to accommodate the students enrolled in the Childcare Program from 8:00-2:30 PM.

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Wildcat Reset: Continuity of Instruction Guidance Protocols

Assuring a Fair and Appropriate Public Education (FAPE) to Children with Disabilities (#10)

- HCSD will provide a Free and Appropriate Public Education (FAPE) consistent with the need to protect the health, safety, and welfare of students with disabilities and those providing special education and services.
- HCSD will address students with disabilities and those providing special education services through social distancing (H/S/W Protocol #5), wearing face coverings (H/S/W Protocol #3), frequent handwashing (H/S/W Protocol #6), offering mental health services (H/S/W Protocol #10), and educating students on the identification of COVID-19 symptoms at school (H/S/W Protocol #11).
- HCSD will communicate with parents/guardians of students with disabilities to engage them in their preferred language.
- The CSE and CPSE will ensure program providers representing a variety of settings where students are served and will provide services consistent with the recommendations on the students' Individualized Education Program (IEPs), including monitoring and communicating students' progress to parents/guardians.
- HCSD will ensure necessary accommodations, modifications, supplementary aids and services, technology (including assistive technology) to meet the unique disability related needs of students.

HANCOCK CSD WILDCAT RESET
Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis

Operation and Support



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Hancock Central School District *Wildcat Reset* Task Force Planning Tool©* Operations and Support Sub-Committee

Context

The Hancock Central School District recognizes the impactful effect of COVID-19 on the current and long-term budget. Revenue cuts and the added expenses related to continuation of instruction during school closure, along with the cost of reentry to school heightens the call to study and monitor projected revenue cuts and create realistic expenditure targets for the 2020-21 school year. Moreover, reentry scenarios create the need for aligned logistical and operations scenarios each of which lead to budget implications. Finally, a comprehensive communications plan designed to engage and mobilize community voice and provide for ongoing, regular communications to keep families and staff apprised of ongoing changes must be developed.

The 2020-21 budget development process is constantly being revised to reflect future expenditure and revenue changes that are occurring in an ongoing fashion. The board of education, superintendent and business office are estimating revenue projections and expenditure targets for the 2020-21 school year. This process has proven to be extremely challenging given so many fiscal details of reentry and recovery are still largely unknown. Ultimately, the process of fiscal planning will include discussion and engagement with external community, regional, and state partners — including village, town, BOCES, local non-profits, and businesses.

Along with budgetary considerations, re-opening planning must also consider logistics and operations, including transportation, food service, technology, communications and the purchasing and stockpiling of essential health and sanitation supplies. Several operational issues, including the safe distribution of meals and provision of technology needed to support online learning, were addressed during school closure but will need to be re-evaluated and modified to address future-focused student needs and to protect all stakeholders from ongoing threats posed by COVID-19. Future-focused planning discussions should consider innovative approaches to maintain proper social distancing and provide for school scenarios that include remote learning and a blended model that effectively balances in-person and online learning- each requiring student access to technology devices and reliable internet. Safe and efficient transportation and meal delivery schedules and routes will also need to be determined through the lens of each scenario.

The **Operations and Support Sub-Committee** is charged with designing, coordinating and communicating the best approaches to ensuring optimal fiscal, logistical, and technical support during the 2020-21 school year regardless of the delivery scenario for teaching and learning.

Planning for Reentry

The *Wildcat Reset* Task Force Operations and Support Planning Tool© will be used to guide discussion and planning around a set of actionable indicators of success and inform a report to the task force. The sub-committee will read and evaluate each indicator and place a mark (X) in the descriptor cell that best aligns. Marking and planning should explain:

- How each indicator will look through the lens of the selected school reentry scenario(s).
- The current status of the indicator (No-Action, In-Progress, or Complete).
- The expected implementation phase outlined in the *Wildcat Reset Communications Planning Timeline 2020-21*.

* The *Wildcat Reset* Task Force Operations and Support Planning Tool© is the exclusive intellectual property of Terrance P. Dougherty, Ph.D. The author gratefully acknowledges Julie Bergman, Jackie Beamer, Diane Meredith, Albert Penna, Ed.D. and Connie Wehmeyer, Ph.D. (FourPoint Education Partners) for their outstanding research, editing and technical support.

Indicator of Success	Possible Scenario School Reentry				Current Status			Implementation Phase	
	In-Person Open	Remote Start	Hybrid	In-Person Open then Disruption	No-Action	In-progress	Complete	May-August, 2020	September-June, 2020-21
What action should the district take to ensure optimal fiscal, logistical, and technical support during the 2020-21 school year regardless of the school scenario? What will/has been done to:									
Plan for revenue projections, expenditure targets and needed adjustments.									
Identify all current fund balances and expenses, project revenue from state and federal sources, consider options to control expenses, and seek to consult with partners to tap all local emergency funding?									
Engage stakeholders in planning and strategy development to provide real-time fiscal analysis, gain ideas for strategic use of funding and monitor revenue changes as needed?									
Study the selected reentry scenarios and create financial scenarios to understand cost implications of each mode of reentry?									
Track new federal and state flexibilities and identify opportunities to leverage them to support various plans for school reentry?									
Engage with and communicate to staff and the public about budget changes needed to accommodate reentry and recovery and the outlook for the 2020-2021 budget?									
Other planning considerations?									
Determine logistics for food services and meal distribution, transportation of students to and from school, and stakeholder communications?									
Ensure accurate contact information to reach each household and determine sibling groups for transportation and meal delivery for each school reentry scenario?									
Create flexible transportation routes and schedules for possible school schedules and maximize the number of students who can return to school safely given any reentry scenario?									
Coordinate with transportation schedules to support safe distribution of meals?									
Connect with school partners to ensure food and emergency needs are met?									
Develop comprehensive plan to communicate schedules, methods for food provision, transportation and continuity of instruction?									
Other planning considerations?									
Ensure technical support to students and teachers/staff? And personnel continuity?									
Identify weaknesses of current online learning platforms and technology supports and create solutions to ensure each student has access to learning?									
Engage families to understand hardware and software needs and provide training for and support to ensure connectivity, access to learning platforms and student safety?									
Investigate possible funding sources to expedite the device purchases outlined in the district technology plan?									
Engage all collective bargaining units to ensure strategic contractual alignment/administration necessary to support COVID-19-based instructional and operational initiatives.									
Other planning considerations?									

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Planning Notes

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Wildcat Reset: Operations and Support

SECTION 1: PLAN FOR REVENUE PROJECTIONS, EXPENDITURE TARGETS AND NEEDED ADJUSTMENTS

Critical Success Indicator #1

Identify all current fund balances and expenses, project revenues from state and federal sources, consider options to control expenses, and seek to work with partners to tap all local emergency funding

Current Status

The status of this Critical Success Indicator is a work in progress and will be continually reviewed, updated and drawn upon throughout the school/fiscal year. Fund balance will be finalized at the completion of the Annual Audit, approximately September 30, 2020. This will allow HCSD to determine any additional existing funds which will be available to address the needs associated with the COVID-19 response actions. Funding from NYS has become a target of significant reductions by the Governor's Office and expectations that alternative funding sources remain hindered at this time. The use of Reserve Funds and the reclassification of planned expenditures will be necessary to ensure HCSD can continue to provide a quality educational experience for the students.

School District Interests

Funding of the on-going programs is critical. HCSD has a budget, adopted by the Board of Education and approved by the voters of the District, that provides for the delivery of a basic, sound education for each student. There are programs and activities to support the program such as Music and Athletics. The current budget provides funding for these programs and more that will enhance their experience.

Student/Family Issues

As HCSD prepares for the reopening of school, assurances need to be provided that all students will be provided with the necessary resources for a successful school year. Potential for shifts in resources during the year will result in some programs losing funding. Careful consideration and study will be commenced in every such event.

Recommendations

- **In-Person Open:** Unplanned purchases for PPE and other additional costs as a result of COVID-19 related activities will put pressure on the approved Budget for 2020-2021. HCSD will carefully monitor these expenditures and make the necessary reductions in other budget lines.
- **Remote Open:** This will result in challenges similar to what has been experienced in the late Winter/Spring 2020 COVID-19 closing. HCSD will take those experiences and provide additional resources to ensure that all students have access to technology and connectivity.
- **Hybrid Open:** The sharing of resources between the two delivery methods will become critical. All In-Person Opening and Remote Opening could result in some funding issues that will need addressing further.
- **In-Person Open/Disrupted:** This will result in significant pressure on resources as a major shift will be occurring during the school/fiscal year. Purchases for the In- Person Opening should be driven by the potential for a disruption during the school year that results in buildings being shuttered and remote learning once again becoming the method of delivery of instruction.

Special Considerations and Recovery

Budgetary transfers of planned expenditures will be necessary in all reopening methods. It may become necessary for HCSD to allocate Reserve Funds to assist with the expenditures necessary to accommodate the alternatives. At this time, HCSD has reduced the scope of the 2019 Capital Project and, in turn, eliminated the amount of current funds allocated for the construction activities as planned. This will reduce the overall cost of the project and provide additional funds for use in the General Fund to help offset the impacts of COVID-19. There is a potential for FEMA funding, but at this time it is unclear what expenditures will be eligible for reimbursement. The undertaking of planned personnel attrition will provide for cost savings. With the projection for lost aid from NYS, maximization of existing revenues will become critical to provide any additional support available. Additional cost reductions and control measures will be explored and implemented as the year progresses. Tax Cap regulations will impact the future financial plans for HCSD. Supporting documentation can be found in the HCSD COVID-19 Strategic Financial Plan 2019-20 and Beyond (**See Appendix**); NYS Aid to Schools Documents; Purchasing Policy and Procedures Manual of the HCSD

Cross References

TBD

Critical Success Indicator #2

Engage stakeholders in planning and strategy development to provide real-time fiscal analysis; gain ideas for strategic use of funding; monitor revenue changes as needed.

Current Status

This indicator is ongoing and will continue to be such throughout the school/fiscal year.

School District Interests

HCSD will develop additional cost reduction measures. Investigation of additional purchasing policy measures will be performed to look for benefits that may be obtainable by alternative processes.

Student/Family Interests

Taxpayers deserve and expect careful planning and analysis of financial implications of the HCSD operations. Planned long term fiscal operations are critical to the long-term health of the HCSD. Support from the taxpayer is crucial for future budget votes.

Recommendations

- **In-Person Open:** HCSD will look for alternative funding sources and reduce anticipated expenditures to help create sufficient resources to fund the necessary activities that have been added due to COVID-19.
- **Remote Open:** With a return to this method of delivering instruction, additional funding sources will need to be researched.
- **Hybrid Open:** Additional funding sources will need to be researched for this method of education.
- **In-Person Open/Disrupted:** Significant cost shifts will occur. Due to the nature of the change, mid-year at a point unknown at this time, the cost shifts will require cost containment measures to be instituted immediately.

Special Consideration and Recovery

Attempts will be made to develop alternative revenue sources. HCSD will look at all current funding uses and determine if they are being utilized efficiently and effectively. All purchases will be scrutinized for maximum benefit. Reference the HCSD COVID-19 Strategic Financial Plan 2019-20 and Beyond (**See Appendix**).

Cross References

TBD

Critical Success Indicator #3

Study the selected reentry scenarios and create financial scenarios to understand the cost implications of each mode of reentry.

Current Status

This indicator is not yet underway.

School District Interest

Detailed analysis will be undertaken by the staff and advisors to the HCSD.

Student/Family Interests

Dissemination of details of the analysis will provide assurances to the community of planning and implementation of strategies.

Recommendations

- **In-Person Open:** Cost will be based on the approved and adopted 2020-2021 Budget.
- **Remote Open:** Cost shift will occur on a large scale.
- **Hybrid Open:** Cost shifts will occur while maintaining some current funding mechanisms.
- **In-Person Open/Disrupted:** Critical shifts will occur during the school/fiscal year. This will result in major upheaval of financial resources.

Special Consideration and Recovery

Long-term considerations are vital to the fiscal health of HCSD. Reference the HCSD COVID-19 Strategic Financial Plan 2019-20 and Beyond (**See Appendix**) and the 2020-2021 HCS Budget.

Cross References

TBD

Critical Success Indicator #4

Track new federal and state flexibilities and identify opportunities to leverage them to support various plans for school reentry.

Current Status

New opportunities are being explored. HCSD is looking to FEMA to assist with additional cost incurred during the current and previous Fiscal Year. Approved costs will be reimbursed by FEMA in the amount of 75%. Other funding is being sought from NYS and Federal sources.

School District Interests

HCSD will continuously monitor and research any new opportunities to assist with the ever-expanding cost as a result of COVID-19.

Student/Family Interests

Reentry methods will provide financial hardships impacting taxpayer stability.

Recommendations

- **In-Person Open:** Additional cost will be incurred with the purchase of PPE and other necessary items required to provide the necessary educational resources.
- **Remote Open:** Further additional cost will become necessary as additional equipment and technological purchases will be needed to continue to provide education to students.
- **Hybrid Open:** Cost will be significantly impacted as many functions of HCSD will need modification. Repurposing of staff and resources will become a major activity.
- **In-Person Open/Disrupted:** Major cost shifts will need to take place.

Special Consideration and Recovery

HCSD will prevent long term difficulties by quick infusion of funds to solve immediate shortfalls. It is far better to consider cost reduction strategies and absorption than to resort to use of Fund Balance and Reserve Funds. Those should be saved for last resort measures if finances become exceedingly difficult to manage. Reference the HCSD COVID-19 Strategic Financial Plan 2019-20 and Beyond (**See Appendix**).

Cross References

TBD

Critical Success Indicator #5

Engage and communicate to staff and the public about budget changes needed to accommodate reentry and recovery and the outlook for the 2020-2021 budget.

Current Status

This indicator is in progress. Superintendent of Schools has issued an Emergency declaration, approved by the Board of Education, authorizing the expenditure of the necessary funds to procure the necessary Personal Protective Equipment deemed essential.

School District Interests

Tax cap regulations will hamper HCSD's ability to raise the necessary funds in the event of major state aid reductions.

Student/Family Interests

Through continual communications with the public, HCSD will make efforts to keep the community informed of what changes will be occurring during the course of the school/fiscal year.

Recommendations

- **In-Person Open:** HCSD will continually monitor and communicate any changes to the community.
- **Remote Open:** Again, HCSD will monitor and communicate changes in budget and finances to the community. The changes under a remote opening will be significant and will result in shifting of planned resources.
- **Hybrid Open:** Under this open method, many adjustments to the budget will be necessary as multiple needs will become necessary.
- **In-Person Open/Disrupted:** This will result in significant cost increases for HCSD. Efforts to provide educational services will be impacted and the result will be major cost shifts.

Special Consideration and Recovery

HCSD will continue to plan for the needs of PPE and any other resources that become necessary due to COVID-19. Budget modifications will be shared with the public through Board of Education meetings and press releases issued by the Superintendent of Schools. Reference the HCSD COVID-19 Strategic Financial Plan 2019-20 and Beyond (**See Appendix**), Purchasing Policy and Procedures Manual of the HCSD, and the Emergency Declaration Memo, Terrance Dougherty, Superintendent of Schools

Cross References

TBD

Critical Success Indicator #6

Other planning considerations.

Current Status

TBD.

Wildcat Reset: Operations and Support

SECTION 2: PLAN FOR REVENUE PROJECTIONS, EXPENDITURE TAARGETS AND NEEDED ADJUSTMENTS

Critical Success Indicator #7

Ensure accurate contact information to reach each household and determine sibling groups for transportation and meal delivery for each reentry scenario.

Current Status

This indicator is in progress. The Transportation Director has developed a form for parents to complete and file with HCSD. This will be sent to parents during the summer with other pertinent information. Cafeteria information will be solicited at the same time.

School District Interests

Accurate information submitted on a timely basis will help facilitate the alternative planning necessitated by the impacts of COVID-19.

Student/Family Interests

Students and parents will be asked for the information necessitated by the options being studied and presented.

Recommendations

- **In-Person Open:** A packet of information will be sent to families in August that will include the necessary information for transportation and food service use.
- **Remote Open:** The information requested for an In-Person Opening will include the information needed for meal delivery.
- **Hybrid Open:** All information necessary will be provided through the information packet described above.
- **In-Person Open/Disrupted:** As in all of the other scenarios, the necessary information will be included in the documents submitted by parents during the summer of 2020.

Special Consideration and Recovery

Busing will require social distancing. If students wear masks, as required, seating arrangements will not be instituted. In cases where a student can't or won't wear a mask, seating must be done to maintain a minimum of 6 feet of separation.

HCSD will provide meal service similar to the Winter/Spring 2020 shut down.

Cross References

- Operations/Support Guidance Protocol #7 Transportation
- Operations/Support Guidance Protocol #8 Plan for Students on Buses
- Operations/Support Guidance Protocol #10 Food Services
- Operations/Support Guidance Protocol #11 Serving Areas and Lunchroom

Critical Success Indicator #8

Create flexible transportation routes and schedules for possible school schedules and maximize the number of students who can return to school safely given any reentry scenario.

Current Status

This indicator is completed. The Head Bus Driver has developed routes that will sufficiently handle the needs of HCSD.

School District Interests

HCSD is committed to providing a safe ride for all eligible students each day that school is in session in the buildings. Social distancing will be instituted with seating. All students will be required to wear a mask. In instances where a student can't or won't wear one, the student will still be allowed on the bus however seating arrangements will be made so that social distancing is adhered to. Students will be given this information in advance of the start of the school year. Family members will be allowed to sit together while being transported to and from school.

Student/Family Interests

Safety is the main priority for the Transportation Department. Students and parents will be provided with bus schedules and seating modifications prior to the start of the school year. Any modifications will be shared as quickly as possible.

Recommendations

- **In-Person Open:** Recommended that all students wear a mask while on the bus. Alternative seating will be available as stated above.
- **Remote Open:** There will be no need for transportation in a Remote Opening.
- **Hybrid Open:** Modified schedules and seating plans will be in effect with the Hybrid model of opening.
- **In-Person Open/Disrupted:** At the start of this method of opening, schedules will remain the same as currently. Social distancing will be instituted in a Disrupted opening, as explained above.

Special Consideration and Recovery

In any method of transportation, social distancing will become necessary commencing in the 2020-2021 school year. This will remain in effect until such time as HCSD determines that the measures instituted by Federal, State and local directives have been deemed concluded.

Cross References

- Operations/Support Guidance Protocol #7 Transportation
- Operations/Support Guidance Protocol #8 Plan for Students on Buses

Critical Success Indicator #9

Coordinate with transportation schedules to support safe distribution of meals.

Current Status

This indicator is prepared to be instituted if deemed necessary by HCSD. The culmination of the 2019-2020 school year saw the implementation of this measure. HCSD is prepared to begin meal delivery again if buildings are closed due to COVID-19.

School District Interests

Many families in HCSD qualify for free and reduced meals under federal guidelines. It is well documented that some children receive their best meals at school. Nutrition is a key aspect in a student's learning ability and the provision of meals is a reality of the times.

Student/Family Interests

It is imperative that families receive meals for kids.

Recommendations

- **In-Person Open:** Meal delivery will not be necessary under this scenario.
- **Remote Open:** Under this scenario, meal delivery will be utilized to its fullest, as it has been done during the Winter/Spring of 2020.
- **Hybrid Open:** A combination of the above two scenarios will need to be utilized here.
- **In-Person Open/Disrupted:** As stated above, there will be some modifications to the meal delivery under the In-Person Opening. Once the disruption occurs, meal delivery, as detailed in the Remote Opening scenario, will become necessary.

Special Consideration and Recovery

HCSD should learn from the experience provided by the shut down in the Winter/Spring 2020.

Cross References

- Operations/Support Guidance Protocol #8 Plan for Students on Buses

Critical Success Indicator #10

Connect with school partners to ensure food and emergency needs are met.

Current Status

This indicator is in progress.

School District Interests

HCSD needs to identify who the partners are that will work with the Administration, Cafeteria Staff, Nurses and Drivers. Further, additional information needs to be developed on what types of emergency needs are included in this indicator. HCS will operate under a Closed Campus Directive.

Student/Family Interests

Students and parents will once again be thrust into a situation that commands change and alternative methods of providing basic needs.

Recommendations

- **In-Person Open:** HCSD will reach out to families to provide the necessary applications for Free and Reduced meals under the NYS and Federal programs. Additional steps will be taken to ensure that all eligible families are approved. Campus will be closed at lunch time. No students will be allowed to leave unless being released for an appointment.
- **Remote Open:** This scenario brings with it the same difficulties previously experienced. Meals will be delivered to families.
- **Hybrid Open:** HCSD will again reach out to families to provide the necessary applications for Free and Reduced meals under the NYS and Federal programs. Additional steps will be taken to ensure that all eligible families are approved.
- **In-Person Open/Disrupted:** This scenario will result in a complete shift in the method utilized by HCSD to provide meals and emergency assistance to families.

Special Consideration and Recovery

HCSD will see a significant impact on revenues for the School Lunch Fund. Mitigation measures will need to be instituted to cover these losses. The nutritional value of meals, along with some variety will be explored. The importance of handwashing before and after meals will be repeatedly stressed.

Cross References

- Health/Safety/Welfare Guidance Protocol #6 Handwashing Hygiene

Critical Success Indicator #11

Develop a comprehensive plan to communicate schedules, methods for food provision, transportation, and continuity of instruction.

Current Status

Communication is a work in progress.

School District Interests

During the COVID-19 pandemic it is absolutely critical and essential that school districts are communicating with state/local health and medical professionals and that, in turn, school districts are passing accurate, reliable infection prevention information to its school community. The Hancock School District intends to do just this, as planning is underway to reopen school in September 2020. HCSD COVID-19 communications to the school community will address the following:

- Infection control protocols (CDC/S.E.D.)
- What is Covid-19 viral infection?
- Signage- School Expectations
- Training of school personnel
- Available supplies for infection control
- Sanitizing procedures at HCSD
- What students can/cannot bring to school
- Use of lockers etc....

HCSD will utilize written correspondence to parents, web-site updates, media, and e-blasts to send information/messages. An FAQ (Frequently Asked Questions) bulletin is planned.

Parents need to help HCSD by keeping symptomatic children at home. This is critical.

Student/Family Interests

As HCSD prepares for the reopening of school, assurances need to be provided that all students will be provided with the necessary resources for a successful school year. Careful consideration and study will be commenced in every such event.

Recommendations

- **In-Person Open:** For an In-Person Open Scenario, communication on safety protocols and infection control for COVID-19 will be provided by the District to all students, families, and staff.
- **Remote Open:** Communication on infection control is not necessary.

- **Hybrid Open:** For the Hybrid Open scenario for school opening, communication from HCSD will be provided. A one-page summary FAQ will be provided.
- **In-Person Open/Disrupted:** Communication from HCSD on school opening will be provided, along with a one-page summary FAQ.

Special Consideration and Recovery

HCSD will ensure access and communication of the most accurate and best sources of COVID-19 infection controls. Research-based, and best disease prevention practices will be followed by HCSD staff. HCSD will utilize and communicate CDC Guidelines/NYSED bulletins on reopening school/Delaware County Dept. Of Health information on COVID-19 infection control. Reference the HCS 2021 School Year Reopening Strategic Communication Plan. **(See Appendix)**

Cross References

- Operations/Support Guidance Protocol #8 Plan for Students on Buses
- Operations/Support Guidance Protocol #10 Food Services
- Operations/Support Guidance Protocol #12 Boxed Breakfast and Lunch
- Continuity of Instruction Guidance Protocol #7 2020-2021 Draft Schedules for Instruction
- Health/Safety/Welfare Guidance Protocol #9 Infection Control Signage on School Grounds

Critical Success Indicator #12

Other planning considerations.

Current Status

TBD.

Wildcat Reset: Operations and Support

SECTION 3: ENSURE TECHNICAL SUPPORT TO STUDENTS AND TEACHERS/STAFF AND PERSONNEL CONTINUITY

Critical Success Indicator #13

Identify weaknesses of current online learning platforms/technology supports and create solutions to ensure each student has access to learning.

Current Status

HCSD has determined through the family survey and the Hancock Telephone Company that most families, with the exception of a few, have a viable internet connection. A survey conducted by HCS indicates few exceptions. HCS is prepared to address any digital connectivity issues.

School District Interests

HCSD needs to be in a position to provide instructional opportunities in the event of any disruptions or planned alternative deliveries.

Student/Family Interests

HCSD recognizes the need to provide technological elements for the enhancement of providing educational opportunities. Parents and families will be identified and assistance will be provided.

Recommendations

- **In-Person Open:** HCS will continue to rely upon B/T BOCES Management Informational Technology Systems (MITS).
- **Remote Open:** Technology is key under a Remote Opening scenario. HCSD has committed to providing wireless hot-spots in parking lots adjacent to school buildings. Additional opportunities will be explored to enhance the capabilities for students. iPads for K-1 and Chromebooks for 2-12 will also be made available. Staff will have access to the buildings in the event of personal needs for upgraded technology.
- **Hybrid Open:** The two previous scenarios will be merged together in the event this scenario becomes reality.
- **In-Person Open/Disrupted:** Again, a combination of the previous scenarios will be effective in this scenario.

Special Consideration and Recovery:

HCSD has purchased sufficient iPad and Chromebooks for 1:1 distribution to afford the ability to access lessons and school work as developed by the teaching staff. Potential Wi-Fi hotspots will be identified. Previously, arrangements were made to utilize designated HCS parking lots. Further need digital capacity will be addressed as needed and as they arise.

Cross References

- Continuity of Instruction Guidance Protocol #4 Equity of Access to Internet Connectivity

Critical Success Indicator #14

Engage families to understand hardware and software needs and provide training for and support to ensure connectivity, access to learning platforms, and student safety.

Current Status

Students and families have been provided up to date technology (K-1 iPads; 2-12 Chromebooks).

School District Interests

HCS D will benefit greatly from having the hardware and software needs that meet the requirements to provide education to students through multiple methods of instruction.

Student/Parent Interests

Additional technology will assist students and families to stay current with assignments.

Recommendations

- **In-Person Open:** B/T BOCES MITS.
- **Remote Open:** Families will need assistance in equipment needs and the requisite training.
- **Hybrid Open:** Both of the above considerations will be necessary.
- **In-Person Open/Disrupted:** Again, all of the above considerations will need to be developed.

Special Consideration and Recovery

TBD.

Cross References

- Continuity of Instruction Guidance Protocol #4 Equity of Access to Internet Connectivity

Critical Success Indicator #15

Investigate possible funding sources to expedite the device purchases outlined in the district technology plan.

Current Status

HCSD continually researches methods of funding and other opportunities to provide technology for students' learning needs. BOCES purchasing and procurement through Capital Projects has enhanced the technology offerings.

School District Interest

Alternative funding sources helps to maintain current technology and provides for Budget stability.

Student/Parent Interest

The technology needs of the students and families will be enhanced when alternative sources for funding are located.

Recommendations

- **In-Person Open:** The currently approved and adopted 2020-2021 budget maintains sufficient resources to continue the delivery of education with the appropriate technology.
- **Remote Open:** Additional resources will be necessary to ensure families have the necessary technology.
- **Hybrid Open:** Again, additional resources will be necessary.
- **In-Person Open/Disrupted:** Similar to the other methods of opening, a disruption will put heavy pressure on the HCSD Budget for 2020-2021. Alternative funding sources will help alleviate some of this pressure.

Special Consideration and Recovery:

Reference the HCSD Technology Plan (**See Appendix**).

Cross References

- Continuity of Instruction Guidance Protocol #4 Equity of Access to Internet Connectivity

Critical Success Indicator #16:

Other planning considerations.

Current Status:

TBD.

HANCOCK CSD WILDCAT RESET

Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis

**PROTOCOL:
Operation and Support**



Hancock Central School District

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Wildcat Reset: Operations/Support Guidance Protocols

CLEANING AND DISINFECTING PROTOCOL (#1)

- Custodial staff will wear appropriate PPE during all cleaning and disinfecting activities.
- Students must not be present when cleaning activities are being performed.
- Staff should be kept to a minimum in the areas being cleaned.
- Methods of cleaning
 - All areas and surfaces will be cleaned and disinfected on a daily basis. Wiping of hard surfaces with appropriate EPA Registered disinfectant will be utilized.
 - Areas and surfaces that are subject to considerable amounts of activity, such as library, cafeteria, offices, restrooms, and student desks, will be cleaned and disinfected periodically throughout the day.
 - Misting solutions will be utilized in all appropriate areas of the buildings and school buses to contain any potential spread of viruses and bacteria.
 - UV lighting equipment will be explored and utilized, if appropriate.
 - Soft-porous materials will be cleaned through use of misting process and carpet extraction units. Washing activities will also be employed for drapes and other appropriate materials.
- Type of Surfaces
 - Hard, non-porous surfaces include:
 - Tables, chairs, desks
 - Walls, door knobs and handles
 - Computers, keyboards, mouse
 - Faucets, sinks and toilets
 - Lockers
 - Phones and light switches
 - Stair railings
 - Pencil sharpeners
 - Other similar non-porous items
 - Soft-porous materials include:
 - Carpets and rugs
 - Drapes
 - Clothing
 - Stuffed animals and over-stuffed furniture
- In addition to cleaning and disinfecting, CDC guidelines recommend opening doors and windows to increase air circulation.
- Filter changes in the HVAC systems will be increased to provide cleaner air.
- Playground grab bars, railings, swings and other hard surfaces will be cleaned daily.
- Filter changes for HVAC and unit ventilators will be changed on a schedule to be developed that is more stringent than the existing program. This will be driven by availability of filters.
- Computer-related materials will be cleaned daily with an electronic-safe cleaning cloth.
- Shared athletic equipment will be cleaned between each use.
- Health Office furniture and equipment will be cleaned and disinfected after each use. Disposable items will be used when appropriate.

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Wildcat Reset: Operations/Support Guidance Protocols

DEEP CLEANING PROTOCOL (#2)

- Areas where deep cleaning is being performed will be restricted to anyone other than those performing the operation.
- Custodial staff will wear appropriate PPE while performing all deep cleaning activities.
- Methods of cleaning
 - Mist solutions such as Vital Oxide
 - UV lighting equipment, if appropriate
 - Wiping of hard surfaces with appropriate EPA Registered disinfectant
 - Soft-porous materials will be cleaned through use of misting process and carpet-extraction units.
- Type of surfaces
 - Hard, non-porous surfaces include:
 - Tables, chairs, desks
 - Walls, door knobs and handles
 - Computers, keyboards, mouse
 - Faucets, sinks and toilets
 - Lockers
 - Phones and light switches
 - Stair railings
 - Pencil sharpeners
 - Other similar non-porous items
 - Soft-porous materials include:
 - Carpets and rugs
 - Drapes
 - Clothing
 - Stuffed animals and over-stuffed furniture
- In addition to deep cleaning, CDC guidelines recommend opening doors and windows to increase air circulation.
- Filter changes for HVAC and unit ventilators will be changed on a schedule to be developed. This schedule will be more stringent than the existing program.

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CUSTODIAL WORKER'S SAFETY PROTOCOL (#3)

- A negative employee entry ticket or QR scan will be required of staff before beginning work. **(See Appendix)**
- A log for every worker will be maintained. This log will detail hours worked, buses utilized and other necessary daily activities. **(See Appendix)**
- All staff will practice social distancing during work hours. When this is not possible, staff will practice guidelines issued by the CDC, which include wearing masks, keeping 6 feet of distance, and washing/sanitizing hands regularly.
- In-person gatherings will be limited as much as possible.
- Staff will be provided with face coverings, gloves, and other PPE when appropriate and will be expected to use the protective equipment in appropriate situations.
- Sharing of equipment and supplies will be limited to the extent practical and will be thoroughly cleaned and disinfected at the conclusion of each use.
- The use of proper handwashing methods and the use of hand sanitizer, when handwashing is not available, will continually be promoted.
- Custodial staff will be provided with continual in-service training for cleaning/sanitizing practices and protective measures.

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BUILDING USE/LOGISTICS PROTOCOL (#4)

- There will be designated areas for pick-ups and deliveries, limiting contact to the greatest possible extent.
- Hallways will have separations to provide for safe passage of students and staff. An alternative is to have students stay in classrooms and teachers move from room-to-room.
- Configuration of classrooms will be determined to ensure 6 feet of separation between student-work surfaces.
- Student desks will all face forward in classrooms.
- Regular cleaning and disinfecting will take place at the conclusion of each shift.
- Frequent cleaning and disinfecting of shared areas and objects/surfaces will be completed throughout the day in areas determined to be appropriate, such as libraries, cafeteria, offices, and gyms.
- High transit areas, restrooms and other shared spaces will be cleaned and disinfected frequently throughout the school day.
- Deep cleaning and disinfecting practices will be performed on days that students are not in session.
- Signage will be placed throughout the school buildings, reminding adherence to proper hygiene, social-distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.

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Wildcat Reset: Operations/Support Guidance Protocols **FACILITY PROTOCOL (#5)**

- Windows and doors will be opened to provide for additional ventilation of spaces when weather is cooperative.
- Filters in the HVAC and unit ventilators will be changed on a schedule to be developed. This schedule will be more stringent than the existing program and will be impacted by the availability of filters.
- Daily cleaning and sanitation activities will be documented.
- The District will monitor social-density issues and adjust room uses accordingly.
- Athletic facilities will be monitored and use will be limited. Interscholastic athletic events are not included in this protocol at this time.
- In the event of a confirmed COVID-19 case, a determination will be made as to the extent of the need to deep clean and disinfect areas where the individual was known to have been.
- The area will be isolated and nobody will be allowed to enter until cleared by the COVID-19 Coordinator.
- Deep cleaning and disinfection activities will be performed by custodial staff trained on the safe practices of cleaning and disinfecting guidelines as established by US CDC, NYS DOH and other regulatory agencies.
- Appropriate PPE will be made available and used by staff performing deep cleaning and disinfecting activities.
- Positive worker test must result in notifications to NYS and local Health Departments.

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Wildcat Reset: Operations/Support Guidance Protocols **CODE COMPLIANCE PROTOCOL (#6)**

- In the event of a need to renovate or add to the existing facilities, HCSD will continue to comply with all requirements of the 2020 NYS Uniform Fire Prevention and Building Code and the NYS Energy Conservation Code. All changes will be submitted to the Office of Facilities Planning at the NYS Education Department, as required.
- HCSD will ensure compliance with the 2020 Building Condition Survey and Visual Inspection regulations, where applicable.
- Lead-In-Water Testing will continue to be performed, as required by NYS DOH regulation 67-4.
- All new alcohol-based hand rub dispensers for sanitation purposes, which are installed throughout HCSD, will be done so in accordance with NYS Fire Code Section 5705.5.
- In the event that HCSD determines the need to install dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation, detailed floor plans will be submitted to the Office of Facilities Planning for review.
- Any plans to construct, lease, or utilize portable structures (including tents) will adhere to the Building Code of NYS. All plans will include a preliminary review and/or a full code review with the Office of Facilities Planning.
- Any use of plastic separators will comply with the 2020 Building Code of NYS Section 2606.
- Submitted plans dedicated only to COVID-19 Reopening will be labeled as such.
- All existing HVAC systems will continue to be operated and maintained in accordance with applicable codes and standards. Any proposed changes will be addressed with the HCSD architect and provided to the Office of Facilities Planning for review.
- HCSD has 6 drinking fountains in the Middle/High School for 218 students enrolled and 48 staff. This exceeds the number of fountains required for the facility.
- HCSD has 17 drinking fountains in the Elementary School for 91 students enrolled and 21 staff. This exceeds the number of fountains required for the facility.
- The existing number of toilet and sink fixtures in all HCSD-operated facilities meets or exceeds the minimum standards of the Building Code of NYS.

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Wildcat Reset: Operations/Support Guidance Protocols

TRANSPORTATION PROTOCOL (#7)

- Transportation will continue to be made available for students in a manner conforming to Federal Motor Carrier Safety Standards, as well as regulations and guidelines of the State of New York.
- Parents and guardians are encouraged to drop off and pick up students when possible, and to allow students to walk to and from school.
- All high contact spots will be wiped down after each run, based upon the cleaning and disinfecting schedule.
- Transportation will continue to be provided to nonpublic, parochial, charter schools or students whose IEP have placed them out of HCSD whose schools are meeting in conducting in-person session education when or if HCSD is not.
- The isolation area for the school bus will be the first seat on the bus passenger side. Students will be seated in the isolation area for the following reasons:
 - Students with COVID-19 symptoms
 - Students with no masks
 - Affirmative response on the entry ticket and no parent at home
 - Student with no ticket and no parent at home
- If a student has a parent at home, the driver will radio the garage and the garage will call the home to redirect the student.
- Upon arrival to the school district, student will be directed to the care of the building principal and/or nurse, depending on the circumstances.
- The seat immediately behind the driver will be left empty.

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PLAN FOR STUDENTS ON BUSES PROTOCOL (#8)

- Student will hand-deliver entry ticket filled out by parents upon boarding a bus.
- District will provide entry ticket for students to hand to driver upon boarding. **(See Appendix)**
- Driver will ask if student has answered “yes” to any question on the entry ticket.
- Driver will collect entry ticket.
- Entry tickets will be given to the school nurse upon bus arrival at school.
- Students must wear a mask on the bus unless they are medically excused.
- If a student does not have a mask, one will be provided.
- Where a student is medically incapable of wearing a mask, alternate seating and/or transportation will be arranged.
- Communication will be sent to all families prior to the start of the school year that details the protocols to be followed during bus rides.
- Social distancing will also be strictly enforced during loading and unloading of buses.
- Students will be provided with instructions on the first day of school regarding the proper methods for riding the bus. Updates will be shared throughout the school year.
- Social-distancing guidelines will be strictly adhered to while on buses, with all students maintaining 6 feet of separation unless they are wearing a mask. Training will be provided with periodic reminders.
- Students will be trained and provided periodic reminders on the proper use of PPE and the signs and symptoms of COVID-19.
- Hand sanitizers will not be installed on buses due to a potentially combustible composition.
- Family members will be allowed to ride together.
- Buses will be disinfected upon return from any and all runs.
- If a student tests positive for COVID-19:
 - Bus will be taken out of service for a deep and complete cleaning and disinfecting.
 - Misting agent will be used before any further entry to bus.
 - All surfaces will be wiped down with an appropriate cleaning agent approved for disinfecting for the COVID-19 virus.
 - Families of other students riding on the bus will be notified, as will the appropriate health department authorities.
 - Every attempt will be made to ensure a third-party inspection of the bus prior to returning to service.

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PROTECT ... RECOVER ... ADVANCE

Wildcat Reset: Operations/Support Guidance Protocols

TRANSPORTATION WORKERS SAFETY PROTOCOL (#9)

- A negative employee entry ticket or QR scan will be required of staff before beginning work. **(See Appendix)**
- A log for every worker will be maintained that details hours worked, buses utilized and other necessary details of daily activities. **(See Appendix)**
- Hand sanitizers will not be allowed to be carried on the bus by staff. This will be communicated through training and updates.
- All staff will practice proper social distancing during work hours. When this is not possible, staff will practice guidelines issued by the CDC, which include wearing masks, keeping 6 feet of distance, and washing/sanitizing hands regularly.
- In-person gatherings will be limited as much as possible.
- Staff will be provided with face coverings, gloves and other PPE, when necessary, and will be expected to use protective equipment in appropriate situations.
- Sharing of equipment and supplies will be limited to the extent practicable and will be properly cleaned and disinfected at the conclusion of each use.
- Proper handwashing methods and the use of hand sanitizer, when handwashing is not available, will continually be promoted. All drivers and monitors should wash hands before and after all trips.
- Transportation staff will be provided with in-service training and refreshers for cleaning and sanitizing practices and other protective measures, including the use of appropriate PPE. This training will also include the methods of determining signs and symptoms of COVID-19 and social distancing.
- Drivers and monitors will be required to wear face coverings while bus has students on board and may wear face shields in addition to masks.
- Hand sanitizers will be provided in locations in the bus garage that will make them readily available to all staff.
- All drivers and monitors who have direct physical contact with students will be required to wear the appropriate gloves, as supplied by HCSD.
- In the event a student tests positive for COVID-19 and requires transportation home, the mechanic, mechanic helper and/or Head Bus Driver will perform this task. They will have available all appropriate PPE and will be required to utilize it during transport.

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Wildcat Reset: Operations/Support Guidance Protocols

FOOD SERVICES PROTOCOL (#10)

- All families will be provided with application materials for free and reduced meals. Multiple opportunities will be available during the school year for families to file this paperwork.
- Support will be made available from HCSD to complete the application. This will be available online and by phone, with the appropriate contact information shared with the community on a regular basis.
- Students will have access to school meals each school day, whether in attendance or learning remotely.
- Proper handwashing methods and the use of hand sanitizer, when handwashing is not available, will continually be promoted through signs posted and reminders in printed and online materials.
- HCSD will maintain all appropriate and applicable Health and Safety guidelines currently in place.
- HCSD will comply with Child Nutrition Program requirements currently in place.

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Wildcat Reset: Operations/Support Guidance Protocols

SERVING AREAS, FACULTY ROOMS AND LUNCHROOM PROTOCOL (#11)

- Floor markings will be utilized to provide guidance on social-distancing protocols.
- Shields will be installed to help prevent the spread of germs.
- Daily deep cleaning practices will be adhered to at the end of the school day.
- Cleaning and disinfecting of lunch tables and seats will be performed between all lunch blocks.
- The sharing of food and beverages by students and staff will be strictly prohibited. Signs will be placed in various locations.
- If classrooms or other areas are used for feeding of students, protections will be in place to provide a safe environment for those students with food allergies.
- Protective shields will be installed at the serving lines.
- All surfaces will be thoroughly cleaned at the beginning and end of each day.
- Additional cleanings will take place when deemed necessary.
- Food quality and variety will be carefully monitored.

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Wildcat Reset: Operations/Support Guidance Protocols

BOXED BREAKFAST AND LUNCH PROTOCOL (#12)

- All students will receive boxed meals for breakfast and lunch in the elementary and MS/HS buildings to minimize cross-contamination and/or the transmission of the Coronavirus among food service workers, staff, and students.
- Boxed meals will allow for food consumption to be individualized for students, which minimizes the risk of contamination and the spread of the Coronavirus. This includes individualized and disposable plasticware, straws and napkins.
- Students shall not share food items. If there is food that a student does not want to eat, he/she will discard it in the trash rather than giving it to a friend for consumption.
- Students will maintain an appropriate social distance from one another and wear a face covering in the breakfast line to collect their boxed meal. Upon receiving their meal, students will sit in their respective building cafeteria socially distanced from one another.
- While boxed breakfasts will be consumed in the elementary and MS/HS cafeterias, boxed lunches will be consumed in classrooms.
- Breakfast will not require delivery to classrooms as students will pick up breakfast via the food line. Students must maintain proper social distance and wear a face covering until seated 6 feet apart from their peers.
- Box lunches served in the classroom will be delivered on carts by staff.
- All mealtimes will be supervised by a staff member to ensure the health, safety, and welfare of everyone.
- Violations of this protocol will be immediately addressed by the appropriate supervisory staff.

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Wildcat Reset: Operations/Support Guidance Protocols

CAFETERIA WORKERS SAFETY PLAN PROTOCOL (#13)

- A negative employee entry ticket or QR scan will be required of staff before beginning work. **(See Appendix)**
- A log for every worker will be maintained that details hours worked, buses utilized and other necessary details of daily activities. **(See Appendix)**
- All staff will maintain proper social distance during work hours. When this is not possible, staff will practice guidelines issued by the CDC, which include wearing masks, keeping 6 feet of distance, and washing/sanitizing hands regularly.
- In-person gatherings will be limited as much as possible.
- Staff will be provided with face coverings, gloves and other PPE, when appropriate, and will be expected to use protective equipment in appropriate situations.

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Wildcat Reset: Operations/Support Guidance Protocols

STUDENT INFECTION PREVENTION PROTOCOL (#14)

- HCS has determined that students will play a critical role in the prevention of the spread of COVID-19 and other viruses.
- At the end of each class and whenever all students are leaving the classroom, students will be provided with an EPA-approved wipe for disinfecting their personal workspace.
- Students will wipe the desk and chair they used during the class.
- A container will be placed near the classroom door for students to dispose of used disinfecting wipes as they exit.

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Wildcat Reset: Operations/Support Guidance Protocols

COMMON AREAS, BREAKROOMS AND OFFICES (#15)

- All staff will maintain proper social distance during work hours. When this is not possible, staff will practice guidelines issued by the CDC, which include wearing masks, keeping 6 feet of distance, and washing/sanitizing hands regularly.
- In-person gatherings will be limited as much as possible.
- Staff will be provided with face coverings, gloves and other PPE, when appropriate, and will be expected to use protective equipment in appropriate situations.
- Sharing of equipment and supplies will be limited to the extent practicable.
- At the end of each period of use, the area will be disinfected with an EPA-approved wipe for the space previously utilized.
- Staff will wipe the desk, table and chair that they utilized.
- Proper handwashing methods and the use of hand sanitizer, when handwashing is not available, will continually be promoted.

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Wildcat Reset: Operations/Support Guidance Protocols

COMMUNICATING WITH THE HEARING/VISUALLY IMPAIRED AND NON-ENGLISH SPEAKERS (#16)

- HCS is committed to proactively communicating with all stakeholders, including those who are hearing/visually impaired and non-English speakers.
- Upon request, native language-speaking translators will be provided for non-English-speaking stakeholders at no additional expense.
- The district website, www.hancock.stier.org, is equipped with a speech translation option to ensure seamless language translation for non-English speakers.
- Sign language translators will be provided to hearing impaired stakeholders at no additional expense upon request.
- Upon request, access to language translation software, e.g. Babbel and Google Speech-to-Text, will be made available at no additional cost to all non-English-speaking and visually impaired stakeholders.
- District press/media releases will be posted on the district website and social media in a translatable fashion for the visually and hearing impaired, per ADA specifications.

HANCOCK CSD WILDCAT RESET
Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis

Conclusion



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Wildcat Reset: Conclusion

Crisis flashpoints are not unknown to our school district and community. In the past, the Hancock Central School District successfully overcame devastating challenges posed by a 100-year flood (2006) and survived the after-effects of the catastrophic sub-prime fiscal crisis (2008). The current Coronavirus public health and fiscal crisis is simply the latest existential threat to our long-term viability. Working together, we have overcome in the past; we will overcome in the future! This too shall pass!

That said, from a future-focused perspective, our ability to pivot away from the adversity we are currently facing toward a more stable and promising future will turn largely on our ability to make sound decisions in the present moment. To this end, it is my firm belief the recommendations set forth in this comprehensive school reopening plan provide an essential foundation whereupon the school district and community can safely and proactively rebuild for a promising future.

I look forward to working closely with the Board of Education as we collectively endeavor to find refuge and safe harbor in the face of this unexpected storm.

Terrance P. Dougherty, Ph.D.
Superintendent of Schools
July 30, 2020



HANCOCK CSD WILDCAT RESET
Hancock's Strategic Approach to Safely Reopening
During the COVID-19 Public Health Crisis

Appendix



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HCS 2020-21 School Year Reopening Strategic Communications Plan

OBJECTIVES

1. To inform parents, students and community members about what the District has done to prepare for the return of students in the Fall of 2020. (Aligned to Inform/Share)
2. To provide appropriate accommodations for non-English speakers and the hearing/visually impaired.*
3. To decrease family, staff and community anxiety about returning to school, thus increasing the number of students who return this fall. (Aligned to Inform/Engage/Share/Respond)
4. To increase the buy-in to our reopening process by sharing success stories and challenges. (Aligned to Share/Engage/Respond)

DIGITAL MESSAGING

HCS will utilize its website and social-media platforms (Facebook, Twitter) to boost its communication efforts and overall reach. Keyword monitoring will be included.

FRAMEWORK COMPONENTS

- Inform:** Push information out to the community.
- Engage:** Call the community to action.
- Share:** Distribute story or narrative-based communication.
- Respond:** Use timely and correct response prompts.

HCS KEY COMMUNICATIONS DATES

July 13, 2020	NYSED/NYSDOH School Reopening Guidance is announced and made widely available. <i>Wildcat Reset</i> planning process continues.	<i>Inform, Engage, Share, Respond</i>
July 31, 2020	HCS Reopening Plan uploaded to NYSED and NYSDOH for review/approval.	<i>Inform, Share, Respond</i>
August 7, 2020	Governor Cuomo announces NYS School Reopening approach.	<i>Share</i>
August 8-31, 2020	Rollout of HCS-coordinated school reopening process via FAQs, Video, Media Releases, Letters, Social Media, Website.	<i>Inform, Engage, Share, Respond</i>
September 10, 2020	Tentative school reopening.	<i>Inform, Engage, Share, Respond</i>

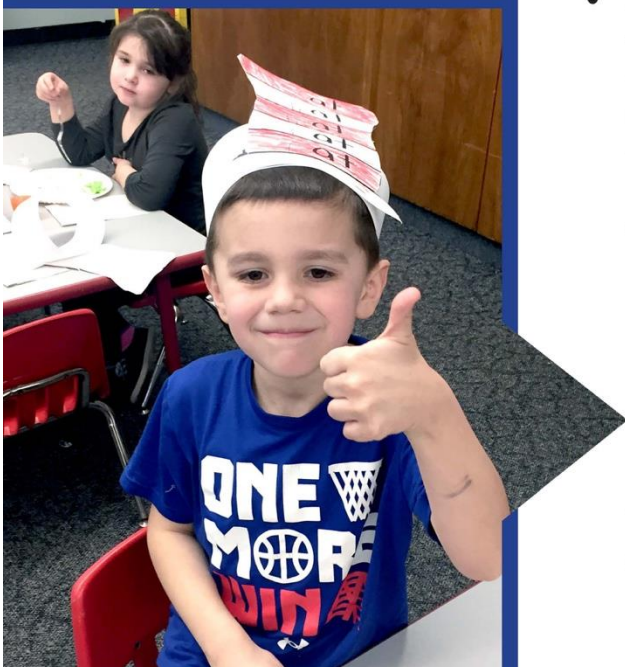
KEY IMPLICATIONS

- Personnel Impact:** Terry Dougherty, Dean Russin, School Administrators.
- Budget Implications:** Negligible and largely BOCES-aidable.
- Potential Failure Points:** Parent/Community Member disinterest in information outflow.
 - **Resolution:** Solvable by pre-identification of questions. Mitigation may require assistance from other administration team members.

* Agency-support services including translation, transcribing, sound amplification, and interpreters.



Hancock Central School District COVID-19 Strategic Financial Plan 2019-20 and Beyond



Key Report Takeaways:

- COVID-19 presents an unprecedented public health and economic crisis for school districts in NYS
- The Hancock Central School District faces potential revenue reductions totaling up to 20% of total Foundation Aid or the equivalent of between \$900K-\$1.1M.
- **Expense Responses:**
 - Leverage Planned Personnel Attrition
 - Leverage Budget Line Item Absorption/Reduction
 - Enact Equipment/Supply Reductions
 - Expand Shared Services
 - Expand Competitive Purchasing (RFP)
 - Facilitate Capital Project Scope Modification
- **Revenue Responses:**
 - Maximize Property Tax Levy Limitation
 - Increase Appropriated fund Balance
 - Increase Reliance on Reserves
 - Increase Cash on Hand (Unappropriated Fund Balance)
 - Enhance Revenues Drawing from Statutorily Approved Reserve Funds



Terrance P. Dougherty, Ph.D.*
April 22, 2020

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Hancock Central School District Coronavirus Strategic Financial Plan 2020-2021 and Beyond

Introduction

Statement of the Public Policy Problem: The onset of the Coronavirus public health crisis in New York State has triggered an equally, if not more profound, multi-year economic crisis that must be addressed in the present moment and beyond if the Hancock Central School District intends to remain fiscally and materially viable as a provider of public education services to the community. All told, Hancock stands to lose approximately \$1.1M in state aid revenue for the 2020-21 school year alone. The following planning considerations/ strategic action options are presented for the Board of Education's future consideration and action.

Planning Considerations

1. Revenue (cash flow) and expense questions/concerns if school does not resume:
 - a. For the 2020-21 school year, will the District be funded (Foundation Aid) at the Executive-proposed 2020-21 level, or will Foundation Aid be reduced to the 2015-16 year baseline level?
 - b. Will Governor Cuomo review, and possibly withhold, state aid to education on a quarterly basis?
 - c. Will April, May & June State Aid be withheld?
 - d. Will we get the June BOCES Aid payment?
 - e. Will the Wayne-Highlands tuition billing be reduced or pro-rated?
 - f. What expenses will remain intact as employees are still to be paid and some operations continue?
 - g. What expenses can be booked as payables vs. paying them in real time?
 - h. Will we continue to pay for BOCES services?
 - i. Will we "borrow" from reserve funds?
2. Fund balance factors/concerns:
 - a. What amount of state aid will be able to be booked as a receivable?
 - b. What expenses can we expect to be reduced?
 - c. Reserve funding – use of or funding of?

Strategic Action Options

3. Expense Control Options (In No Particular Order):
 - a. Position Control Systems (Planned Personnel Attrition)- In a human services industry such as public education, given personnel-related costs occupy approximately 75-85% of the expense budget, any attempts to meaningfully control costs must tie directly to deep, corresponding reductions in personnel and program. The administrative team and I are prepared to recommend actionable staff reduction proposals, including an enhanced retirement incentive proposal, to the BOE in response to the current economic crisis. Furthermore, the attached addendum chronicles the District's recent history of strategically managing planned personnel attrition and corresponding reengineering, reorganization and restructuring. **Finally, moving forward, care and attention must be paid to the impending change in New York State Consolidated Laws (Insurance Law), § 4317 pertaining to the rating of small group insurance contracts.**
 - b. Budget Line Absorption- For strategic planning purposes, certain undistributed expense lines, such as health insurance, employee retirement service (ERS) and teacher retirement service (TRS), are over-stated relative to their actual liability for any given budget year. Therefore, in a dire emergency, the District could conceivably budget these expense lines closer to their actual cost thus reducing the overall expense budget. The BOCES high cost special education expense line could be modified, as can the fuel and energy expense lines. That said, I highly recommend against this option given the anticipated negative impacts the COVID-19 crisis is expected to exact on health care costs and market performance as we move forward.
 - c. Supply Reductions/Cuts- Impose a purchasing freeze on all new, non-essential supplies.
 - d. Shared Services with BOCES/Deposit/Neighboring Districts- In recent years, HCS has expanded its shared services profile with the DCMO BOCES, Deposit and the Wayne Highlands School District in Honesdale, PA. In the event of a protracted fiscal crisis, I recommend the BOE continue to explore creative opportunities to increase these highly productive and fruitful opportunities.
 - e. Competitive Purchasing Process (RFP)- The District has realized significant prior cost control to certain expense lines by electively participating in consortium purchasing programs such as the Broome/Tioga/Delaware (B/T/D) Health Insurance Consortium. In addition, the HCSD's Procurement Policy requires a Request for Proposal (RFP) protocol be used for all aspects of the purchasing process, including professional services. This process can easily be expanded in direct response to a pronounced fiscal crisis.
 - f. Capital Project Scope Reduction- In December of 2019, resident taxpayers overwhelmingly approved an \$8.1M capital project renovation project intended to renovate the bus garage and food service areas of the elementary and middle/high school buildings. This project will also enhance school security and instructional technology provision. Conceivably, the scope of this project may be reduced so as to diminish its overall cost, thus reducing our overall reliance on the capital reserve fund as the primary revenue source to cover local costs related to funding the project. In turn,

the unused capital reserve funds may be reallocated to the General Fund to offset debt service expenses from the 2019, 2014, or 2007 capital projects.

4. Emergency Funding Options (In No Particular Order):

- a. Property Tax Cap Limitation- At minimum, levy taxes equivalent to the statutory limit. Strategically exceed the cap when necessary.
- b. RAN (Revenue Anticipation Note)- A Revenue Anticipation Note (RAN) is a short-term debt security issued by a municipality to finance current operations. According to NBT Bank, the current interest rates for RANs are as follows: .99% (3 mos); 1.11% (6 mos); 1.35% (12 mos). Given Hancock's outstanding fiscal profile, municipal lending institutions will likely lend the money at an extremely favorable rate. The borrowed money may then be allocated to cover school-related expenses.
- c. Cash via Unappropriated Fund Balance (Undesignated)- The unreserved portion of the fund balance is the amount which is uncommitted and is, therefore, available to be used to reduce real property taxes in the next fiscal year. It should be noted, however, that a part of this unreserved fund balance may be retained by the district and not used for tax reduction in the next upcoming year. This retained portion is called the unappropriated fund balance and is limited by §1318 of the Real Property Tax Law to an amount equal to 4% of the upcoming year's budget. HCS has the capacity to carry no less than 7-8% of the upcoming fiscal year 2020-21 budget as undesignated fund balance (fluid cash), thus freeing cash resources that may be allocated to support school-related expenses.
- d. Increase Appropriated Fund Balance- By definition, the unreserved portion of the fund balance is the amount which is uncommitted and is, therefore, available to be used to reduce real property taxes in the next fiscal year. The proposed 2020-21 HCS budget allocates \$200,000 to this revenue line. In future years, in lieu of increased property taxes, the BOE may opt to more generously fund this line in an effort to reduce the overall tax burden presented by ever-increasing expenses. However, it must be noted that increasing appropriated fund balance will likely have the unanticipated effect of causing additional long-term fiscal distress as this revenue source must be recovered at the same level in order to balance subsequent budgets.
- e. Unbudgeted Revenue- For the 2020-21 school year, the Executive Budget has allocated \$108,000 to HCS to offset assessment reductions resulting from a forest land management program. These monies have not been written into the proposed 2020-21 school district budget.

5. Reserve Management:

- a. The New York State Comptroller's guidance on the Reserve Fund describes the importance of Reserve Funds for good financial management. According to the Comptroller, *"saving for future projects, acquisitions, and other allowable purposes is an important planning consideration for local governments and school districts. Reserve funds provide a mechanism for legally saving money to finance all or part of future*

infrastructure, equipment, and other requirements. Reserve funds can also provide a degree of financial stability by reducing reliance on indebtedness to finance capital projects and acquisitions. In uncertain economic times, reserve funds can also provide officials with a welcomed budgetary option that can help mitigate the need to cut services or to raise taxes. In good times, money not needed for current purposes can often be set aside in reserves for future use.” I strongly recommend the BOE consider borrowing from the following reserve accounts in the event of an ongoing fiscal crisis:

Tax Certiorari Reserve

Funding Goal- As the district receives tax certiorari claims, funds are reserved based on two individual claims not to exceed the actual claims. Tax certiorari claims older than four years should be based on the actual claim. According to prior Comptroller audits and the advice of the District’s external auditor, the Tax Certiorari Reserve shall not be funded to an amount beyond 1% of the District’s tax levy for the current year’s approved budget.

Creation – This reserve was created in June of 1993, via board resolution.

Purpose – This reserve is used to pay for prior year judgments and claims in tax certiorari proceedings.

Funding Methods – Funding methods may include excess fund balance or transfers from other reserves. Funds placed in this reserve that are not used to pay tax certiorari judgments or claims must be returned to the General Fund by the first day of the fourth fiscal year after the establishment of the fund.

Use of Reserve – This reserve would be used to pay for prior year tax certiorari claims.

Monitoring of Reserve – This reserve, if needed, will be monitored by the Superintendent and Business Manager. It is anticipated that detailed calculations will be required each year to support the amounts in this reserve.

Employee Benefit Accrued Liability Reserve (EBLAR)

Funding Goal- Not to exceed the value of compensated absences for those employees approaching retirement age.

Funding Level – The current amount of the fund is \$570,072 (Fixed per guidance promulgated by the New York State Comptroller’s Office). If the District determines such an account is no longer needed or is overfunded, monies may be transferred to a reserve fund established under Education Law §3651, but only to the extent the monies in the employee benefit accrued liability reserve fund exceed a sum sufficient to pay all liabilities incurred or accrued against the employee benefit accrued liability fund, as certified to the governing board by the fiscal and legal officers of the local government prior to the discontinuance of the fund. Consequently, the Business Manager and Superintendent, working in concert with the external auditor and the Board of Education, will transfer excess EBLAR reserve funds to the Retirement Contribution (ERS) or unemployment reserves pending BOE approval on the following schedule: As of

July 1, 2016, any excess funds in the EBLAR reserve that exceed the District's liability for compensated absences will be reallocated to the capital reserve or Employee Retirement Contribution Reserve (ERS).

Creation – This reserve was created in June of 2003, via board resolution.

Purpose – The purpose of this fund is to pay accrued benefits due to employees upon termination of service for vacation, sick, leave, personal leave, etc.

Funding Methods – The source from which the funds will be obtained can include any and all of the following: unappropriated fund balance from the general fund as determined by the Board of Education, interest income related to the investment of monies in the fund, and any other additional monies thereafter authorized by the voters of the District.

Use of Reserve – This reserve is used to pay for employee compensated absences upon termination of employment from the school district. Recent amendments to General Municipal Law allows use of the reserve as a revenue to cover the amount equivalent to a district's remaining gap elimination adjustment or the dollar value of excess funding remaining in the fund as determined by the Comptroller.

Monitoring of Reserve – The reserve is monitored by the Superintendent and Business Manager.

Employee Retirement Contribution (ERS) Reserve Fund

Funding Goal- A minimum funding level equivalent to the value of five consecutive years as of the close of the current year.

Creation – This reserve was created in June of 2010, via board resolution.

Purpose – This reserve is used to pay for district expenses to the NYS Employee's Retirement System only.

Funding Methods – Funds are placed in this reserve from excess fund balance.

Use of Reserve – Funds are to be appropriated against ERS billings for the current budget year.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

***NYS Teachers Retirement: Sub-fund of the Retirement Contribution Reserve**

The law was amended in 2019, to authorize a sub-fund within the Retirement Contribution Reserve Fund to finance retirement contributions to the NYS Teachers Retirement System and/or offset all or some of the amount deducted from the monies apportioned to the district from the state under Education Law §521 (e.g., collection of employer contributions to TRS).

Funding Goal- The amount of monies contributed annually to the TRS sub-fund cannot exceed 2% of the total compensation or salaries of all teachers employed by the district who are members of TRS paid during the immediately preceding fiscal year. Nor can the balance of the sub-fund exceed 10% of the total compensation or salaries of all teachers employed by the district who are members of TRS paid during the immediately preceding fiscal year. The maximum amount of \$56,485 was funded as of June 30, 2019.

Creation – This reserve was created in June of 2019, via board resolution.

Purpose – This reserve is used to pay for district expenses to the NYS Teachers Retirement System only.

Funding Methods– Funds are placed in this reserve from excess fund balance.

Use of Reserve – Funds are to be appropriated against TRS billings for the current budget year.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Unemployment Insurance Reserve

Funding Goal- Currently, reserve balance represents approximately 0.007% of the 2019-2020 budget salaries.

Creation – This reserve was established in June of 2003, via board resolution.

Purpose – This reserve is used to pay the cost of reimbursement to the New York State Unemployment Insurance Fund for unemployment benefit payments to claimants.

Funding Methods – This reserve may be established by a board resolution and funded by budgetary appropriations or other funds as may be legally appropriated.

Use of Reserve – In accordance with the law, this reserve may be used at the discretion of the Superintendent and Business Manager specifically to offset expenses tied to unemployment insurance claims related to employee attrition.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Insurance Reserve

Funding Goal- The maximum amount paid into this reserve is limited to \$33,000 or 5% of the total annual budget for that year. \$10,000 was approved for funding in June, 2019.

Creation – This reserve was established in June of 2019, via board resolution.

Purpose – This reserve is used to fund certain uninsured losses, claims, actions or judgments for which the local government is authorized or required to purchase or maintain insurance, with a number of exceptions. An insurance reserve fund may also be used to pay for expert or professional services in connection with the investigation, adjustment, or settlement of claims, actions or judgments.

Funding Methods – This reserve may be established by a board resolution and funded by budgetary appropriations or other funds as may be legally appropriated.

Use of Reserve – In accordance with the law, this reserve may be used at the discretion of the Superintendent and Business Manager specifically to offset expenses tied to insurance claims.

Monitoring of Reserve – This reserve is monitored by the Superintendent and Business Manager.

Conclusion

Profound fiscal distress and crisis is not unknown to our school district and community. In the past, Hancock successfully overcame devastating challenges posed by a 100-year flood (2006) and survived the after-effects of the catastrophic Sub-Prime Fiscal Meltdown Crisis (2008). The current Coronavirus Public Health Crisis is simply the latest existential threat to our viability. We have overcome in the past; we will overcome in the future!

That said, from a future-focused perspective, our ability to pivot away from the adversity we are currently facing toward a more stable and promising future will turn largely on our ability to make sound decisions in the present moment.

I look forward to working closely with the BOE as we collectively endeavor to find refuge and safe harbor in the face of this unexpected fiscal storm.

Resources

- New York State Office of State Comptroller guidance document: This document outlines all of the Reserves available to municipalities and school districts.
 - <http://osc.state.ny.us/localgov/pubs/lmg/reservefunds.pdf>
- New York State Office of State Comptroller Local Government and School Accountability Accounting Releases: The state may create new reserves or clarify requirements related to a reserve. This information is released in a bulletin. Bulletins can be found at this link:
 - <http://osc.state.ny.us/localgov/pubs/releases/pastreleases.htm>



STUDENT PRIVACY POLICY OFFICE FERPA & Coronavirus Disease 2019 (COVID-19) Frequently Asked Questions (FAQs) March 2020

Introduction

The United States (U.S.) Department of Education (Department) is issuing these Frequently Asked Questions (FAQs) regarding the Family Educational Rights and Privacy Act (FERPA) and the coronavirus disease 2019, abbreviated as “COVID-19” and more commonly referred to as “coronavirus.”¹ We are working with our Federal partners including the Centers for Disease Control and Prevention (CDC), which is leading the Federal effort to address coronavirus or COVID-19. The U.S. Department of Health and Human Services (HHS) issued on January 31, 2020, a declaration of a Public Health Emergency regarding coronavirus or COVID-19.²

The Department’s Student Privacy Policy Office (SPPO) prepared this document to assist school officials working with public health officials in managing public health issues related to COVID-19, while protecting the privacy of students’ education records. Understanding FERPA helps enable school officials to act quickly and with certainty when confronting challenges that affect the health or safety of students or other individuals.

Educational agencies and institutions, such as school districts, schools, colleges and universities, can play an important role in slowing the spread of COVID-19 in U.S. communities. Through information sharing and coordination with public health departments, educational agencies and institutions can help protect their schools and communities.

The purpose of this document is to assist school officials in protecting student privacy in the context of COVID-19 as they consider the disclosure of personally identifiable information (PII) from student education records to individuals and entities who may not already have access to that information. School officials should work with their State and local public health officials to determine the information needed to address this public health concern. Understanding how, what, and when information can be shared is a critical part of preparedness.

Background

FERPA is a Federal law that protects the privacy of student education records. (20 U.S.C. § 1232g; 34 C.F.R. Part 99) The law applies to all educational agencies and institutions that receive funds under any program administered by the Secretary of Education. The term “educational agencies and institutions” under FERPA generally includes school districts and public schools at the elementary and secondary levels, as well as private and public institutions of postsecondary

¹ Please note that this FERPA & Coronavirus Disease 2019 (COVID-19) FAQ document updates the Department’s 2009 FERPA & H1N1 document. Other than statutory and regulatory requirements included in the document, the contents of the guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies. This document will be posted at <https://studentprivacy.ed.gov> and <https://www.ed.gov/coronavirus>.

² HHS declaration posted at <https://www.hhs.gov/about/news/2020/01/31/secretary-azar-declares-public-health-emergency-us-2019-novel-coronavirus.html>.

education. Private schools at the elementary and secondary levels generally do not receive funds from the Department and are, therefore, not subject to FERPA.

FERPA gives parents certain rights with respect to their children's education records at educational agencies and institutions to which FERPA applies. These rights transfer to the student when he or she reaches the age of 18 or attends an institution of postsecondary education at any age (thereby becoming an "eligible student"). 20 U.S.C. § 1232g(d); 34 C.F.R. § 99.5(a)(1). Under FERPA, a parent or eligible student must provide a signed and dated written consent before an educational agency or institution discloses PII from education records, unless an exception to this general consent requirement applies. 34 C.F.R. § 99.30(a). Exceptions to the general consent requirement are set forth in 20 U.S.C. §§ 1232g(b)(1), (b)(2), (b)(3), (b)(5), (b)(6), (h), (i), and (j) and 34 C.F.R. § 99.31. The term "education records" is defined, with certain exceptions, as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution. 20 U.S.C. § 1232g(a)(4); 34 C.F.R. § 99.3, "Education records." Accordingly, immunization and other health records, as well as records on services provided to students under the Individuals with Disabilities Education Act (IDEA), which are directly related to a student and maintained by an educational agency or institution are "education records" under FERPA.³ The term "PII" refers to a student's name or identification number, as well as other information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information. 34 C.F.R. § 99.3, "Personally identifiable information."

FERPA prohibits educational agencies (e.g., school districts) and institutions (i.e., schools) from disclosing PII from students' education record without the prior written consent of a parent or "eligible student," unless an exception to FERPA's general consent rule applies. 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31. For instance, pursuant to one such exception, the "health or safety emergency" exception, educational agencies and institutions may disclose to a public health agency PII from student education records, without prior written consent in connection with an emergency if the public health agency's knowledge of the information is necessary to protect the health or safety of students or other individuals. 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36.

For all other situations where an exception to FERPA's general consent requirement does not apply, educational agencies and institutions must obtain prior written consent of a parent or eligible student to disclose PII from student education records. 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31. We have attached a model consent form at the end of this document. We have also listed the email and contact information for SPPO, the Department office responsible for implementing and enforcing FERPA, if school officials have questions that are not covered in this document.

³ Parts B and C of the IDEA contain separate privacy regulations that incorporate FERPA provisions and exceptions, including the health or safety emergency exception that is the primary subject of these FAQs. Where a student is placed in a private school for the provision of Individualized Education Program (IEP) services on behalf of a school or school district subject to FERPA, the education records of the privately placed student that are maintained by the private school are subject both to FERPA and to the confidentiality requirements under Part B of the IDEA.

Questions and Answers on the Applicability of FERPA to Disclosures Related to COVID-19 ("Coronavirus")

1. Do parents and eligible students have to provide consent before an educational agency or institution discloses PII from education records?

Generally, yes. A parent or eligible student must provide written consent before an educational agency or institution discloses PII from a student's education records, unless one of the exceptions to FERPA's general consent rule applies. 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31. FERPA requires that a consent form be signed and dated by a parent or eligible student and (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; and (3) identify the party or class of parties to whom the disclosure may be made. 34 C.F.R. § 99.30(a) and (b). At the conclusion of this document, we have included a sample FERPA consent form.

2. How does the health or safety emergency exception to FERPA's consent requirement permit an educational agency or institution to disclose PII from the education records of affected students?

Although educational agencies and institutions can often address threats to the health or safety of students or other individuals in a manner that does not identify a particular student, FERPA permits educational agencies and institutions to disclose, without prior written consent, PII from student education records to appropriate parties in connection with an emergency, if knowledge of that information is necessary to protect the health or safety of a student or other individuals. 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36. This "health or safety emergency" exception to FERPA's general consent requirement is limited in time to the period of the emergency and generally does not allow for a blanket release of PII from student education records. Typically, law enforcement officials, public health officials, trained medical personnel, and parents (including parents of an eligible student) are the types of appropriate parties to whom PII from education records may be disclosed under this FERPA exception.

For purposes of FERPA's health or safety emergency exception, the determination by an educational agency or institution that there is a specific emergency is not based on a generalized or distant threat of a possible or eventual emergency for which the likelihood of occurrence is unknown, such as would be addressed in general emergency preparedness activities. If local public health authorities determine that a public health emergency, such as COVID-19, is a significant threat to students or other individuals in the community, an educational agency or institution in that community may determine that an emergency exists as well.

Under the FERPA health or safety emergency exception, an educational agency or institution is responsible for making a determination, on a case-by-case basis, whether to disclose PII from education records, and it may take into account the totality of the circumstances pertaining to the threat. *See* 34 C.F.R. § 99.36(c). If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of the student or another individual and that certain parties need the PII from education records, to protect the health or safety of the

student or another individual, it may disclose that information to such parties without consent. This is a flexible standard under which the Department will not substitute its judgment for that of the educational agency or institution so that the educational agency or institution may bring appropriate resources to bear on the situation, provided that, based on the information available at the time of the educational agency's or institution's determination, there is a rational basis for such determination. We note also that, within a reasonable period of time after a disclosure is made under this exception, an educational agency or institution must record in the student's education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed. 34 C.F.R. § 99.32(a)(5).

3. May student education records, such as health records, maintained by an educational agency or institution be disclosed, without consent, to public health departments if the educational agency or institution believes that the virus that causes COVID-19 poses a serious risk to the health or safety of an individual student in attendance at the educational agency or institution?

Yes. If an educational agency or institution, taking into account the totality of the circumstances, determines that an articulable and significant threat exists to the health or safety of a student in attendance at the agency or institution (or another individual at the agency or institution) as a result of the virus that causes COVID-19, it may disclose, without prior written consent, PII from student education records to appropriate officials at a public health department who need the information to protect the health or safety of the student (or another individual). Public health department officials may be considered "appropriate parties" by an educational agency or institution under FERPA's health or safety emergency exception, even in the absence of a formally declared health emergency. Typically, public health officials and trained medical personnel are among the types of appropriate parties to whom PII from education records, may be non-consensually disclosed under FERPA's health or safety emergency exception.

4. If an educational agency or institution learns that student(s) in attendance at the school are out sick due to COVID-19, may it disclose information about the student's illness under FERPA to other students and their parents in the school community without prior written parental or eligible student consent?

It depends, but generally yes, but only if that information is in a non-personally identifiable form. Specifically, the educational agency or institution must make a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information. *See* 34 C.F.R. § 99.31(b)(1). If an educational agency or institution discloses information about students in non-personally identifiable form, then consent by the parents or eligible students is not needed under FERPA. For example, if an educational agency or institution releases the fact that individuals are absent due to COVID-19 (but does not disclose their identities), this would generally not be considered personally identifiable to the absent students under FERPA as long as there are other individuals at the educational agency or institution who are absent for other reasons. However, we caution educational agencies or institutions to ensure that in releasing such facts, they do so in a manner that does not disclose other information that, alone or in combination, would allow a reasonable

person in the school community to identify the students who are absent due to COVID-19 with reasonable certainty.

5. May educational agencies and institutions disclose without consent the names, addresses, and phone numbers of absent students to the public health department so that the health department may contact their parents in order to assess the students' illnesses?

FERPA permits educational agencies and institutions to non-consensually disclose PII from education records in the form of contact information of absent students to the public health department in specific circumstances, such as in connection with a health or safety emergency (20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36) or pursuant to other applicable exceptions.

While FERPA generally permits the nonconsensual disclosure of properly designated "directory information" (e.g., name, address, phone number, grade level) when parents or eligible students have not opted out of such a disclosure, it does not permit an educational agency or institution to disclose "directory information" on students that is linked to non-directory information (such as information regarding a student's illness). For instance, an educational agency or institution may not disclose directory information on all students who are receiving special education services or those who have been absent from school.

Therefore, unless a specific FERPA exception applies, educational agencies and institutions should prepare consent forms for parents and eligible students to sign to allow the potential sharing of this type of information if they create, or intend to create, a tracking or monitoring system to identify an outbreak before an emergency is recognized.

6. If an educational agency or institution determines that a health or safety emergency exists, may it disclose, without consent, PII from student education records to the media?

No. As explained previously, FERPA only permits nonconsensual disclosures of PII from students' education records under the health or safety emergency exception to "appropriate parties" (such as public health officials) whose knowledge of the information is necessary to protect the health or safety of students or other individuals. While the media may have a role in alerting the community of an outbreak, they are not "appropriate parties" under FERPA's health or safety emergency exception because they generally do not have a role in protecting individual students or other individuals at the educational agency or institution. "Appropriate parties" in this context are normally parties who provide specific medical or safety attention, such as public health and law enforcement officials.

7. May the school identify a particular student, a teacher, or other school official as having COVID-19 to parents of other students in the school?

In most cases, it is sufficient to report the fact that an individual in the school has been determined to have COVID-19, rather than specifically identifying the student who is infected. School notification is an effective method of informing parents and eligible students of an illness

in the school. For settings in which parents are primarily doing drop-offs and pick-ups, posting signs on the doors may be effective. In other settings, sending home or e-mailing a notification may also be effective. These methods serve to notify parents and eligible students of a potential risk, which may be particularly important for students who may be more susceptible to infection or to developing severe complications from an infection, and to alert parents to look for symptoms in their own children and eligible students to more closely monitor themselves for symptoms.

Nothing in FERPA prevents schools from telling parents and students that a specific teacher or other school official has COVID-19 because FERPA applies to students' education records, not records on school officials. However, there may be State laws that apply in these situations.

There may be a rare situation during a health or safety emergency, however, in which schools may determine (in conjunction with health, law enforcement, or other such officials) that parents of students or eligible students are appropriate parties to whom to disclose identifiable information about a student with COVID-19. For example, school officials may determine that it is appropriate to disclose identifiable information about a student with COVID-19 to parents of other students if parents need to know this information to take appropriate action to protect the health or safety of their children. For example if a student with COVID-19 is a wrestler and has been in direct and close contact with other students who are on the team or who are in the school and have higher health risks, school officials may determine it necessary to disclose the identity of the diagnosed student to the parents of the other students. In these limited situations, parents and eligible students may need to be aware of this information in order to take appropriate precautions or other actions to ensure the health or safety of their child or themselves, especially if their child or they may have a higher risk of susceptibility to COVID-19 or of developing severe complications from COVID-19.⁴ School officials should make the determination on a case-by-case basis whether a disclosure of the student's name is absolutely necessary to protect the health or safety of students or other individuals or whether a general notice is sufficient, taking into account the totality of the circumstances, including the needs of such students or other individuals to have such information in order to take appropriate protective action(s) and the risks presented to the health or safety of such students or other individuals.

8. May an educational agency or institution disclose PII from an eligible student's education records to the student's parents if the eligible student has been determined to have COVID-19?

Yes, for dependent students and generally yes, but see below. Under FERPA, an educational agency or institution, including an institution of postsecondary education, may disclose, without the eligible student's written consent, PII from an eligible student's education records to his or her parents under certain conditions. For example, a university physician treating an eligible student for COVID-19 might determine that the student's treatment records should be disclosed to the student's parents. This disclosure may be made, without consent of the eligible student, if the parents claim the eligible student as a dependent under section 152 of the Internal Revenue Code of

⁴ For helpful information on risk, please see the Centers for Disease Control and Prevention's current risk assessment, which is available at: <https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/children-faq.html>.

1986. 20 U.S.C. § 1232g(b)(1)(H); 34 C.F.R. § 99.31(a)(8). If the parents do not claim the eligible student as a dependent, then the disclosure may be made to the parents, without the eligible student's written consent, if the disclosure is in connection with a health or safety emergency provided certain conditions are satisfied (as discussed in the response to question two above). 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 36.

9. What if a parent of a student who is not an eligible student refuses to provide written consent to permit the release of PII contained in student education records to the public health department?

FERPA permits educational agencies and institutions to release information from education records without consent after the removal of all PII, provided that the agency or institution has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information. 34 C.F.R. § 99.31(b)(1). Thus, it would be problematic to disclose that every student in a particular class or grade level is absent if there is, for instance, a directory with the names of every student in that class or grade. Therefore, it is prudent that educational agencies or institutions obtain written consent to permit the disclosure of PII from students' education records to the public health department. If the parent or eligible student will not provide written consent for the disclosure of the PII, then the educational agency or institution may not make the disclosure unless it has determined that there is an applicable exception to the general requirement of consent that permits the disclosure, such as if a health or safety emergency exists and the PII is disclosed to an appropriate party whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

10. Is an educational agency or institution required to record disclosures of PII from student education records submitted to the public health department or other outside parties, even in connection with a health or safety emergency?

Yes. FERPA generally requires educational agencies and institutions to maintain a record of each request for access to and each disclosure of PII from the education records of each student. 34 C.F.R. § 99.32(a)(1). Moreover, when making a disclosure under the health or safety emergency provision in FERPA, educational agencies and institutions are specifically required to record the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure and the parties to whom the agency or institution disclosed the information. 34 C.F.R. § 99.32(a)(5). The record of each request for access to and each disclosure of PII from student education records must be maintained with the education records of each student as long as the records are maintained. 34 C.F.R. § 99.32(a)(2). This requirement enables parents and eligible students who do not provide written consent for disclosure of education records to see the circumstances under which and the parties to whom their information was disclosed. However, educational agencies and institutions are not required to record disclosures for which the parent or eligible student has provided written consent. 34 C.F.R. § 99.32(d)(3).

The Department’s Student Privacy Policy Office or SPPO is the office that administers FERPA. SPPO is available to respond to questions school officials may have about FERPA. School officials may e-mail questions to SPPO at FERPA@ed.gov. You may also call us at (202) 260-3887. Additional information and guidance on FERPA is available on SPPO’s website at: <https://studentprivacy.ed.gov/>.

The Department has a list of resources regarding COVID-19 (coronavirus) on our website at <https://www.ed.gov/coronavirus>. Questions related to the coronavirus may be emailed to the Department at COVID-19@ed.gov.

In December 2019, the U.S. Department of Education, along with HHS, issued guidance on the applicability of FERPA and the HIPAA to student health records, the “Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) To Student Health Records.” See https://studentprivacy.ed.gov/sites/default/files/resource_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf. This 2019 document updated the Department’s 2008 guidance and explained that the HIPAA Privacy Rule does not apply to education records that are protected by FERPA. Student health records that are maintained by a public elementary and secondary educational agency or institution or by a party acting for the agency or institution are “education records” subject to FERPA, and school officials must follow the requirements of FERPA in making any disclosures of the PII from these records. At the postsecondary level, FERPA applies to most public and private institutions of postsecondary education and to the student health records that they maintain. Such student health records may either constitute “education records” or “treatment records,” if certain conditions are met, but in either case they are subject to FERPA and not the HIPAA Privacy Rule.

For more information on the HIPAA Privacy Rule, please visit HHS’ HIPAA Privacy Rule website at: <http://www.hhs.gov/ocr/privacy/>. The website offers a wide range of helpful information about the HIPAA Privacy Rule, including frequently asked questions.

[Sample FERPA Consent Form]

**Disclosure of Information Protected by the Family Educational Rights and Privacy Act
by _____ [Name of School/School District] to [Name of Appropriate Authority]**

Pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. part 99), the written consent of a parent or eligible student is required before the education records of a student, or personally identifiable information contained therein, may be disclosed to a third party, unless an exception to this general requirement of written consent applies. If a student is age 18 years or older, or is enrolled in an institution of postsecondary education, he or she is an “eligible student” and must provide written consent for the disclosure of his or her education records or personally identifiable information contained therein.

I, _____, hereby agree to allow _____
[SCHOOL OR DISTRICT NAME] to disclose the following personally identifiable information
or education records:

_____ [Specify education records or personally identifiable
information that may be disclosed] on _____
[Name of Student] to _____ [Name of Appropriate Authority] for the
purpose of [State purpose of disclosure] _____.

You may withdraw your consent to share this information at any time. A request to withdraw your consent should be submitted in writing and signed.

Signature of Parent, Guardian, or Eligible Student

Date: _____

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

LEAVE REQUEST UNDER THE U.S. EMERGENCY PAID LEAVE ACT

Date: _____, 2020-21

BACKGROUND:

The Emergency Paid Sick Leave Act requires covered public employers to provide paid sick time to an employee who is unable to work or telework during the COVID-19 health crisis due to one or more of the six (6) criteria outlined below.

Under this Act, an employee is entitled to two (2) full weeks (ten (10) work days) of pay, with a maximum payment not to exceed eighty (80) hours of paid sick time (pro-rated for part-time employees).

Pursuant to the provisions of the Act, employees who meet the qualifying criteria outlined as either items 1, 2, or 3 below, are entitled to their regular daily rate of pay, to a maximum rate of pay not to exceed \$511.00 per day, with a maximum payment in the aggregate of \$5110.00.

Employees who qualify for this benefit consistent with the criteria identified in Paragraphs 4,5, or 6 below, will only qualify for a daily rate of pay equal to 2/3 of their regular rate of pay, not to exceed \$200.00 per day, with a maximum aggregate of \$2000.00.

APPLICATION DATA

I. Employee Data

- a. Name of Employee: _____
- b. Department: _____
- c. Job Title: _____

II. The Date(s) for which Such Leave is Sought:

III. Qualifying Reason for Requesting Leave

A. Qualifying Criteria:

1. ___ The employee is subject to a federal, state or local quarantine or isolation order

related to COVID-19.

- Employee is required to provide the name of the governmental entity ordering quarantine, as well as written documentation verifying this order or directive.
- a. Name of governmental entity: _____
- b. Copy of directive (examples: statement from employer; state order; news article; etc.)

2. ___ The employee has been advised by a health care provider to self-quarantine because of COVID-19.

- Employee is required to attach medical documentation from health care provider verifying this directive, to include their name, address and contact information.
- a. Name of health care provider: _____
- b. Address: _____
- c. Contact information: _____
- d. Dates of recommended self-quarantine: _____
- e. Copy of directive attached.

3. ___ The employee is experiencing symptoms of COVID-19 and is seeking a medical diagnosis.

- Employee is required to provide documentation verifying that they have sought medical diagnosis, to include the name, address, and contact information of the health care provider.
- a. Name of health care provider: _____
- b. Address: _____
- c. Contact information: _____
- d. Date request for diagnosis made: _____
- e. Dates of self-quarantine: _____
- f. Date and findings of diagnosis: _____

NOTE: An employee *may not* take paid sick leave under the FFCRA if they unilaterally decide to self-quarantine without medical advice, even if they have COVID-19 symptoms.

4. ___ The employee is caring for an individual subject or advised to quarantine or isolation.

- Name of individual: _____
- Relationship to employee: _____
- Name of health care provider: _____
- Address: _____
- Contact information: _____
- Date of directive: _____
- Dates of quarantine or isolation: _____

NOTE: To qualify for this benefit, the person being cared for must be a member of the employee's immediate family, a person who regularly resides

in the employee’s home, or a similar person with whom the employee has a relationship that creates an expectation that the employee would care for them in a quarantine situation.

5. ___ The employee is caring for a son or daughter whose school or place of care is closed,

or child care provider is unavailable due to COVID-19 precautions.

- The name and age of the child (or children) to be cared for: _____

- The name of the school(s) that has (have) closed or place of care that is unavailable (if more than one, please specify): _____

- Copy of written documentation of school closure or that place of care is closed.

NOTE:

- In order to qualify for this benefit, the ***employee alone*** must be providing care to child (or children). An employee would not be eligible for this benefit if both parents or another individual is present to care for their child(ren).

Employee Verification: I represent that no other person will be providing care for the child (or children) during the period for which benefits are sought:

Date: _____
_____ Employee Signature

- In the case of a child (or children) ages 15 to 17, in order to qualify for this benefit, the employee must identify “***special circumstances***” requiring to provide such care.

Special Circumstances (please describe in detail):

6. **___ The employee is experiencing substantially similar conditions as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.**

- Please describe in detail the basis upon which your request for paid leave is sought): _____

B. Reason for Paid Leave Benefit:

To be considered for this benefit, the employee must provide the employer a written statement which outlines the reason for the request.

IV. Employment Status During Period for Which Paid Leave is Sought

To be considered for this benefit, the employee must provide the employer a written statement which outlines the reason that they are unable to work during the period for which such benefits are sought, to include telework.

V. Employee Certification

I certify that I have read the criteria upon which an employee may qualify for paid leave under the federal Emergency Paid Sick Leave Act, and that the information I have provided is true and accurate to the best of my personal knowledge.

Dated: _____, 2020

Name of Employee

Date: _____
Received by: _____
Title: _____

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

LEAVE REQUEST UNDER THE U.S. EMERGENCY FAMILY AND MEDICAL LEAVE EXPANSION ACT (FMLA+)

Date: _____, 2020

BACKGROUND:

The Emergency Family and Medical Leave Expansion Act requires covered public employers to provide up to twelve (12) weeks of job-protected FMLA leave for a “qualifying need related to a public health emergency” to employees who have been on their payroll for thirty (30) calendar days prior to April 1, 2020. The “qualifying need” under this emergency provision is limited to circumstances where an employee is unable to work (or telework) due to a need to care for a minor child if the child’s school or place of child care has been closed or is unavailable due to a public health emergency.

The provisions of this Act do not apply, however, to employees who have been temporarily laid off or where the employee has been sent home due to a lack of work. In such situations the employee may qualify for unemployment benefits.

Under this Act, the first segment fourteen (14) days of emergency (defined as being the first two (2) weeks) is unpaid. Employees can, however, opt at their discretion to use either paid sick leave time as provided for under the Emergency Paid Sick Leave Act or accrued vacation, personal, or sick leave during this time period, but are not required to do so.

The remainder of the FMLA under this emergency legislation is required to be paid. The Act provides that this shall be at a rate of two-thirds (2/3) of the employee’s regular rate of pay, for the hours the employee would otherwise be scheduled to work. The Act does, however, limit the amount of pay required to be paid at a rate no more than two hundred dollars (\$200.00) per day, with a total aggregate cap of ten thousand dollars (\$10,000.00) maximum per employee.

Generally speaking, FMLA leave time under this Act may only be used in full-day increments. The employee may request use of intermittent leave time for child care purposes. Such use, however, is subject to approval of the employer.

APPLICATION DATA

I. Employee Data

- a. Name of Employee: _____
- b. Department: _____
- c. Job Title: _____

II. **To qualify for this benefit, the employee must be caring for a son or daughter whose school or place of care is closed, or child care provider is unavailable due to COVID-19 precautions.**

Documentation Required:

- The name and age of the child (or children) to be cared for: _____

- The name of the school(s) that has (have) closed or place of care that is unavailable (if more than one, please specify): _____

The employee must provide “appropriate documentation” in support of their requested leave.

Examples of such documentation might include:

- (1) A notice that has been published on a government, school, or day care website, or published in a newspaper, confirming that the employee’s child(ren)’s school or day care center (provider) has closed due to a public health emergency.
- (2) A letter, document, and/or email from an official or legal representative of the school, place of care, and/or child provider affirming that they closed due to a public health emergency.

NOTE:

- In order to qualify for this benefit, the **employee alone** must be providing care to child (or children).

Employee Verification: I represent that no other person will be providing care for the child (or children) during the period for which benefits are sought:

Date: _____

Employee Signature

- In the case of a child (or children) ages 15 to 17, in order to qualify for this benefit, the employee must identify "***special circumstances***" requiring to provide such care.

Special Circumstances (please describe in detail):

III. Employee Certification

I certify that I have read the criteria upon which an employee may qualify for paid leave under the federal Emergency Family and Medical Leave Act, and that the information I have provided is true and accurate to the best of my knowledge.

Dated: April __, 2020

Name of Employee

Date Received: _____

Received by: _____

Title: _____

Hancock Central School District

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- **Collaboration:** We work better together, always.
- **Innovation:** We embrace creativity and advancing technology.
- **Integrity:** We trust, respect, support and care for one another.
- **Learning environment:** Our approach is engaging, learner-centered and adaptable to individual needs.
- **Student centered:** We put students first.

COVID-19 STUDENT/STAFF MENTAL HEALTH CHECKLIST (Anxiety-Stress-Trauma)

- The HCSD understands that the COVID-19 pandemic has created a plethora of emotional, psychological, and stressful experiences for the school's students, staff, and families since the closing of school in March 2020.
- During the COVID-19 school reopening response, HCSD places the emotional recovery of its students, staff, and families at the forefront of its school reopening planning. The School's Counseling and Health Services will prioritize supporting students and staff in feeling safe, hopeful, and connected.
- The full impact of lost instruction and collateral consequences from the pandemic's emotional and psychological stressors must be identified and addressed head-on in order to assist students and staff to navigate upon reopening and be successful in the classroom.
- HCSD will be alert and vigilant in identifying and referring students and staff for Mental Health Services who show any of the following symptoms/signs:
 - Social Isolation
 - Acute Anxiety
 - Changes in Performance
 - Sadness/Withdrawal
 - Anger Outbursts
 - Signs of Physical Abuse
 - Self-harm Behaviors
 - Frequent Crying
 - Over Defiance
 - Substance Abuse
 - Suicidal Talking/Writing
 - Frequent Discipline Referral
- Upon referral for Mental Health Services, HCSD Counselors will meet with students/staff who may be experiencing social emotional, psychological, and/or behavioral challenges. Students' parents will be contacted. Cases requiring additional support beyond the capability of HCSD will be referred to Delaware County Mental Health Services and health care providers.
- HCSD will honor the privacy and confidentiality of all students/staff in need of Mental Health Services.



Hancock Central School District

**Annual Professional Performance Review
for Teachers**

**August 2016 Resubmittal
Introduction**

Background

New York State is dedicated to ensuring that there is an effective teacher in every classroom and an effective leader in every school. Toward that end, on March 14, 2012, the New York Assembly and

Senate passed the revised teacher and principal evaluation law.

As a result, the district administrators worked closely with the Hancock Teachers' Association to negotiate a fair and rigorous plan to reshape the district's approach to teachers' and principals' performance review. Administrators and teachers worked tirelessly across repeated meetings to ensure that this plan would be carefully developed to take Hancock to the next level of effectiveness to benefit the students of Hancock.

APPR §3012-d:

On April 13, 2015, the Governor signed Chapter 56 of the Laws of 2015 to add a new Education Law §3012-d to establish a new evaluation system for classroom teachers and building principals. The new law requires teachers and principals to be evaluated based on two categories: The Student Performance Category and the Observation/School Visit Category. Under the new law, New York State continues to differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-d requires APPRs to result in a single composite teacher or principal effectiveness rating that incorporates multiple measures of effectiveness.

Two new sections 30-2.14 and 30-3.17 were added to the regulations to provide for a four-year transition period for annual professional performance reviews (APPRs) while the State completes the transition to higher learning standards through new State assessments aligned to the higher learning standards, and a revised State-provided growth model. During the transition period (2015-16 through 2018-19), transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math.

New York State (NYS) Teaching and ISLCC Standards

The selection of the teacher and principal practice rubrics shall be guided by the following principles:

- Evidence of professional practice shall be obtained through multiple measures. Observations will be one of these measures.
- The process of evaluation should foster continual growth and development.
- Evidence of teacher effectiveness will be based on the teacher-practice rubric aligned with the seven (7) New York State Teaching Standards and six (6) ISLCC Standards.

Each year, a Rubric Selection Committee consisting of four (4) representatives designated by the Hancock Teacher Association and two (2) administrators will be established. Said Committee shall meet to select teacher and administrator rubrics from the State approved lists. The Committee shall meet annually and select a rubric no later than June 30 for the subsequent year.

For the 2016-2017 school year, the district's Rubric Selection Committee has selected the *New York State Unified Teachers (NYSUT) Teacher Practice Rubric Aligned with the New York State Teaching Standards (2011 version)* and *Marzano's School Administrator Rubric* produced by the Marzano Research Laboratory.

Professional Performance Review: Teachers

Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR resulting in a single composite effectiveness score and a rating of "Highly effective," "Effective," "Developing," or "Ineffective" (HEDI). The effectiveness score will be determined based on a combination of multiple measures in two categories: student performance and teacher observations. The intent of the evaluation system is to foster a culture of continuous growth for all professionals. The APPR will be a significant factor in employment decisions including, but not limited to: retention, tenure determination, and termination. As required by the Commissioner's regulations, the Hancock Central School District Board of Education will formally adopt the APPR plan by September 1 of each school year. If provisions required in the plan are not finalized by September 1 as a result of pending collective bargaining, then the Hancock Central School District Board of Education will adopt the plan specifying the unresolved components. Once all components of the APPR plan are completed through

negotiations, the Hancock Central School District Board of Education shall post an amended plan within ten days after its adoption on the district website.

The components for the APPR composite shall be broken down as follows:

Student Performance Category:

Teachers of Grades 4-8 ELA/Math

- The state will provide a growth score comparing student growth to those with similar past test scores, including considerations for poverty, ELL, and SWD status.
- During the transition period (through the 2018-2019 school year), these scores will be used for advisory purposes only.
- During the transition period (through the 2018-2019 school year), the student performance component will be calculated based on an SLO: The weighted average of the three scores representing the percentage of students meeting or exceeding growth targets on the grade 4 science assessment, grade 8 science assessment, and Living Environment Regents exam.
- Evidence of one year of growth is to be determined by the Superintendent of Schools (percentage of students meeting or exceeding level 2 and/or 55% for SWD and 65% for gen. ed. students).

Teachers of Grade 3 ELA/Math

- The student performance component will be calculated based on an SLO representing the percentage of students meeting or exceeding growth targets on the grade 3 ELA and math state assessments.
- During the transition period (through the 2018-2019 school year), the student performance component will be calculated based on an SLO: The weighted average of the three scores representing the percentage of students meeting or exceeding growth targets on the grade 4 science assessment, grade 8 science assessment, and Living Environment Regents exam.
- Evidence of one year of growth is to be determined by the Superintendent of Schools (percentage of students meeting or exceeding level 2 and/or 55% for SWD and 65% for gen. ed. students).

Teachers of Grade 4 and 8 Science and NYSAA Teachers

- The student performance component will be calculated based on an SLO representing the percentage of students meeting or exceeding growth targets on the grade 4 science assessment, or grade 8 science assessment, or NYSAA.

- Teachers with 50-100% of students covered by classes where a state assessment or Regents is given will use these classes for their SLO. Teachers with 0-49% of students covered by state required assessments must have Student Learning Objectives (SLOs) weighted proportionally based on the state assessment class, as well as, other classes until the 50% threshold is met.
- Evidence of one year of growth is to be determined by the Superintendent of Schools (percentage of students meeting or exceeding level 2 and/or 55% for SWD and 65% for gen. ed. students).

Teachers of Grades K-2 ELA and Math

- The student performance component will be calculated based on an SLO: The weighted average of the five scores representing the percentage of students meeting or exceeding growth targets on the grade 4 science assessment, grade 8 science assessment, Common Core English Regents exam and Living Environment Regents exam, and the Common Core Algebra Regents exam.
- Evidence of one year of growth is to be determined by the Superintendent of Schools (percentage of students meeting or exceeding level 2 and/or 55% for SWD and 65% for gen. ed. students).

Teachers of Grades 6-7 Science and 6-8 Social Studies

- The student performance component will be calculated based on an SLO: The weighted average of the three scores representing the percentage of students meeting or exceeding growth targets on the grade 4 science assessment, grade 8 science assessment and Living Environment Regents exam.
- Evidence of one year of growth is to be determined by the Superintendent of Schools (percentage of students meeting or exceeding level 2 and/or 55% for SWD and 65% for gen. ed. students).

All Other Teachers Whose Classes Are Not Associated with a Regents Exam or State Exam

- The student performance component will be calculated based on an SLO: The weighted average of the three scores representing the percentage of students meeting or exceeding growth targets on the grade 4 science assessment, grade 8 science assessment, and Living Environment Regents.
- Evidence of one year of growth is to be determined by the Superintendent of Schools (percentage of students meeting or exceeding level 2 and/or 55% for SWD and 65% for gen. ed. students).

Teachers Whose Classes Are Associated with a Regents Exam

- The student performance component will be calculated based on an SLO representing the percentage of students meeting or exceeding growth targets on the Regents exam(s).

- Some teachers may teach other courses in addition to where there is no state required assessment. Teachers with 50-100% of students covered by classes where a state assessment or Regents is given will use these classes for their SLO. Teachers with 0-49% of students covered by state required assessments must have Student Learning Objectives (SLOs) weighted proportionally based on the state assessment class, as well as, other classes until the 50% threshold is met.
- Evidence of one year of growth is to be determined by the Superintendent of Schools (percentage of students meeting or exceeding level 2 and/or 55% for SWD and 65% for gen. ed. students).

Teachers with More Than One Growth Measure

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which the district will weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

Classes with Fewer Than 16 Students

The district will use alternative target-setting models provided by NYSED.

For courses with small ‘n’ sizes, points from 0-3 are assigned based on each student’s movement from a baseline performance level from 1-4 to a summative performance level from 1-4 aligned with the following qualitative descriptors:

Level 1 = performance is well-below average/expectations

Level 2 = performance is below average/approaching expectations

Level 3 = performance is average/meeting expectations (also aligned with concept of proficiency)

Level 4 = performance is well-above average/exceeding expectations (also aligned with concept of mastery)

Rating	Highly Effective	Effective	Developing	Ineffective
Average Points	2.7 – 3.0	2.3 – 2.6	1.9 – 2.2	0-1.8

Average Points Earned on SLO	Scoring Ranges
0-.13	0
.14-.27	1
.28-.41	2
.42-.55	3
.56-.69	4
.70-.83	5
.84-.97	6
.98-1.11	7
1.12-1.25	8
1.26-1.39	9
1.40-1.53	10
1.54-1.67	11
1.68-1.89	12
1.90-2.09	13
2.10-2.29	14
2.30-2.49	15
2.50-2.59	16
2.60-2.69	17
2.70-2.89	18
2.90-2.99	19
3.0	20

Conversion to HEDI Rating

The HEDI rating for the student performance component will be based on the percentage of students meeting or exceeding growth targets as follows:

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97 - 100 %	93 - 96%	90 - 92%	85 - 89%	80 - 84%	75 - 79%	67 - 74%	60 - 66%	55 - 59%	49 - 54%	44 - 48%	39 - 43%	34 - 38%	29 - 33%	25 - 28%	21 - 24%	17 - 20%	13 - 16%	9 - 12%	5 - 8%	0 - 4%

Observation Category

The second category of the professional performance review for teachers shall be comprised of classroom observations, at least one of which must be conducted by the principal or other trained administrator and at least one of which must be conducted by an impartial, independent, trained evaluator.

NYSUT Teacher Practice Rubric: Overview

The Hancock Central School District has selected the 2011 *New York State United Teachers (NYSUT) Teacher Practice Rubric*. For the observation category of the professional performance review for teachers, the evaluator(s) will use the indicators from Standard 2 (Knowledge of Content and Instructional Planning) and Standard 3 (Instructional Practice.)

Classroom Observations

- Probationary teachers will receive two announced and one unannounced observation per school year.
- Tenured teachers will receive one announced and one unannounced observation per school year.
- Announced observations will be conducted by the building principal using the NYSUT Teacher Practice Rubric and weighted at 80% of the overall observation rating.
- Unannounced observations will be conducted by an impartial evaluator using the NYSUT Teacher Practice Rubric and weighted at 20% of the overall observation rating.
- All teachers will have pre-observation and post-observation conferences for the announced observation(s) and post-observation conferences for the unannounced observation.
- Observation ratings will be averaged together to determine a final Observation Category score between 0 and 4.

Following is the timeframe for the completion of announced observations.

Announced Observations	#	Observation #1 Date	Observation #2 Date
Probationary	2	By December 1 st	By April 1 st
Tenured	1	By January 1 st	

NYSUT RUBRIC 2011 VERSION

Announced Indicators	Ineffective	Developing	Effective	Highly Effective
<u>Standard 3: I.A</u> Aligns instruction to standards	Teacher does not implement learning experiences that are aligned with	Teacher implements some learning experiences that are aligned with	Teacher implements most learning experiences that are aligned with	Teacher implements all learning experiences that are aligned with

	learning standards.	learning standards.	learning standards.	learning standards.
<u>Standard 4: I.A</u> Interactions with students	Teacher interaction with at least some students is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher/student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher/student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.	Teacher/student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.
<u>Standard 4: III.A</u> Establishes expectations for student behavior	The teacher has not established standards of conduct, or students are confused by the standards.	The teacher has established standards of conduct, and most students seem to understand them.	The teacher has established standards of conduct and they are clear to all students.	The teacher and students have established standards of conduct. They are clear to all students and appear to be internalized.
Unannounced Indicators	Ineffective	Developing	Effective	Highly Effective
<u>Standard 3: II.A</u> Provides directions and procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial	Teacher directions and procedures are clear to students. Teacher adjusts	Teacher directions and procedures are clear, complete, and

	Teacher does not adjust explanation to meet student needs.	student confusion. Teacher attempts to adjust explanations to meet student needs	explanations to meet student needs.	anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.
<u>Standard 4: II.C</u> Promotes student pride in work and accomplishments	Teacher does not promote a sense of pride in student work or accomplishment. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher’s insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment. Student work demonstrates innovation, flexibility, originality, and perseverance in their work.

Conversion to HEDI Rating

The final Observation Category score will be converted to a HEDI rating based on the following table:

	Minimum	Maximum
Highly Effective	3.5	4.0
Effective	2.5	3.49
Developing	1.5	2.49

Ineffective	0	1.49
-------------	---	------

Calculation of Overall HEDI Rating for the Annual Professional Performance Review

A teacher’s overall HEDI rating will be determined using the following Composite Score Matrix:

		Observation Score			
		Highly Effective	Effective	Developing	Ineffective
Student Performance Score	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	D	D	I	I

Appeals Process

A teacher may challenge the overall rating (**Ineffective only**) on the summative evaluation or an unsatisfactory rating on a principal/teacher improvement plan. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

- The teacher must submit to the evaluator (building principal or director of pupil personnel or equivalent) additional information specific to the point of disagreement (See Appendix A for the “Hancock CSD Appeals Challenge Form for Teachers”), in writing **no later than ten (10) working days** of receipt of the summative evaluation or the unsatisfactory improvement plan. Such written

response shall become part of the appraisal record and shall be attached to the summative evaluation.

- The evaluator (principal or director of pupil personnel or equivalent) will meet with the teacher **no later than five (5) working days** of receipt of the appeal and will issue a written decision. If the challenge is upheld, then the process ceases and the evaluation score will be revisited. If the challenge is denied, the decision of the evaluator may be appealed to the superintendent of schools.
- The challenge, together with the record, will be forwarded to the superintendent of schools for review.
- **No later than five (5) working days** of receiving the written challenge, the superintendent shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision.
- At any time during the appeals process, the superintendent of schools may interview the teacher and/or the evaluator (principal or director of pupil personnel).
- If the challenge is upheld, then the evaluation score will be revisited.
- If the challenge is denied, the superintendent of school's decision shall state the reasons for the denial.
- **The decision of the superintendent of schools shall be final.**

Teacher Improvement Plans – Purpose

Improvement plans are developed to help teachers focus on area(s) where they need extra assistance in order to improve professional practice.

Improvement Plans - Process

An Improvement Plan shall be developed by the evaluator when a teacher's performance on the overall Summative Evaluation form is rated as "Developing" or "Ineffective."

The teacher and evaluator should review the "Hancock CSD Improvement Plan Form for Teachers" (Appendix B) before the Improvement Plan Conference to reflect on the items that will be discussed.

At the Improvement Plan Conference, the teacher and evaluator will develop a plan using the "Hancock CSD Improvement Plan Form for Teachers."

The Improvement Plans must include:

1. Identification of the specific deficiencies and recommended area(s) for growth;

2. A timeline for the plan, including intermediate checkpoints, to determine progress.
3. The manner of assessing improvement in the identified deficiency areas;
4. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the principal/teacher to work with his/her supervisor, mentors, veteran administrator(s), and teacher-to-teacher cadre, etc.

**Appendix A:
Hancock CSD Appeals Challenge Form for Teachers**

Name _____ Evaluator(s) _____

Position _____ School/
District _____

Date _____

Please indicate grounds for the teacher appeal (all categories may be challenged for each overall summative evaluation rating scored to be **ineffective** for a probationary or tenured teacher). All grounds for appeal **must be submitted** on the initial challenge form. **Any issue not raised in the initial challenge form will be deemed waived. It**

is understood that the appeals process in no way limits the authority of the Board of Education or Superintendent of Schools regarding employment decisions of probationary employees. The burden of proof rests with the appealing party.

- Adherence to APPR Evaluation Standards/Methodologies
- Adherence to Commissioner's Regulations
- Compliance with Locally Negotiated Standards
- Implementation of TIPS/PIPS
- Clerical Scoring Error (If the teacher is not rated ineffective, but there has been a clerical error in calculating the final score, the teacher may request of the administration that the final score be reviewed and rectified, if appropriate. District administration has the obligation to review and rectify the final score under these circumstances).

The teacher shall write a specific description of the rating in dispute, and shall attach any supporting documentation to be considered as part of the appeal.

**Appendix B:
Hancock CSD Improvement Plan Form for Teachers (TIP)**

Name _____ Evaluator(s) _____

Position _____ School/
District _____

Date _____

1. Identify specific deficiencies and recommended areas of growth related to the summative evaluation form.

2. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.

3. Indicate how satisfactory performance, as defined by the Improvement Plan, will be determined.

4. Specific resources necessary to implement the plan, including but not limited to, opportunities for the teacher to work with his/her supervisor, veteran administrator(s), teacher-to-teacher cadres, etc.

Amendments to the Plan:

If the Improvement Plan is amended during implementation, specify changes.

Employee

Date

Evaluator

Date



Hancock Central School District

**Annual Professional Performance Review
for Principals**

October 2016 - Revised

Introduction

New York State is dedicated to ensuring that there is an effective teacher in every classroom and an effective leader in every school. Toward that end, Education Law §3012-c has been amended to fundamentally change the way teachers and principals are evaluated. In response to these amendments, the Hancock Central School District has responded by developing this Annual Professional Performance Review (APPR) Plan.

The district administrators worked closely with the Hancock Teachers' Association to negotiate a fair and rigorous plan to reshape the district's approach to teachers' and principals' performance review. Administrators and teachers worked tirelessly across repeated meetings to ensure that this plan would be carefully developed to take Hancock to the next level of effectiveness to benefit the students of Hancock.

Through the 2012-2013 school year, teachers and administrators worked together to monitor the implementation of the APPR and offer recommendations for modifications in approach and wording. This plan is designed for the 2013-2014 school year and beyond.

Measures of Teacher Effectiveness Based on the New York State (NYS) Teaching and ISLCC Standards

The selection of the teacher and principal practice rubrics shall be guided by the following principles:

- Evidence of professional practice shall be obtained through multiple measures. Observations will be one of these measures.
- The process of evaluation should foster continual growth and development.
- Evidence of teacher effectiveness will be based on the teacher-practice rubric aligned with the seven (7) New York State Teaching Standards and six (6) ISLCC Standards.

Each year, a Rubric Selection Committee consisting of four (4) representatives designated by the Hancock Teacher Association and two (2) administrators will be established. Said Committee shall meet to select teacher and administrator rubrics from the State approved lists. The Committee shall meet annually and select a rubric no later than June 30 for the subsequent year.

Beginning with the 2013-2014 school year, the district's Rubric Selection Committee has selected the *New York State Unified Teachers (NYSUT) Teacher Practice Rubric Aligned with the New York State Teaching Standards (2011 version)* and *Marzano's School Administrator Rubric* produced by the Marzano Research Laboratory.

Professional Performance Review: Principals

Plan Requirements

Under Education Law §3012-c, each principal must receive an APPR resulting in a single composite effectiveness score – based on a one hundred (100) point maximum – and a rating of “highly effective,” “effective,” “developing,” or “ineffective.” The effectiveness score will have the following components:

- Twenty (20) – or twenty-five (25) Value Added – maximum points from State Growth or Comparable Measures of student achievement
- Twenty (20) – or fifteen (15) Value Added – maximum points from Locally Selected Measures of student achievement
- Sixty (60) maximum points from other measures of effectiveness, including multiple visits by a trained administrator, including at least one (1) unannounced visit

The intent of the evaluation system is to foster a culture of continuous growth for all professionals. The APPR will be a significant factor in employment decisions including, but not limited to: retention, tenure determination, and termination. As required by the Commissioner’s regulations, the Hancock Central School District Board of Education will formally adopt the APPR plan by September 1 of each school year. If provisions required in the plan are not finalized by September 1st as a result of pending collective bargaining, then the Hancock Central School District Board of Education will adopt the plan specifying the unresolved components. Once all components of the APPR plan are completed through negotiations, the Hancock Central School District Board of Education shall post an amended plan within ten (10) days after its adoption on the district website.

The one hundred (100) point APPR composite shall be broken down as follows:

State Growth or Comparable Measures

The Hancock Central School District employs a PreK-12 principal.

Per NYSED APPR guidelines, where at least thirty percent (30%) of students in the principal’s school or program are being taught ELA and/or math in grades 4-8 and/or taking State/Regents assessments at the high school level, twenty (20) points shall be determined, subject to state mandates, by state assessments or comparable growth measures for students in the school. Therefore, the principal’s growth score at Hancock will be provided by the NYSED using a combination of elementary, middle, and high school state assessment results.

Locally Selected Measures

Twenty (20) points will be based on locally developed measures of student achievement.

The principal’s (PreK-12) local measure of student achievement will be determined using a district-established goal pertaining to graduation rates.

Hancock CSD APPR Plan

Following are the HEDI Scoring Bands for principals:

Highly Effective	20	97-100%
	19	93-96%
	18	90-92%
Effective	17	85-89%
	16	80-84%
	15	75-79%
Developing	14	67-74%
	13	60-66%
Ineffective	12	55-59%
	11	49-54%
	10	44-48%
	9	39-43%
	8	34-38%
	7	29-33%
	6	25-28%
	5	21-24%
	4	17-23%
	3	13-16%
	2	9-12%
1	5-8%	
0	0-4%	

Other Measures of Effectiveness

Sixty percent (60%) of the overall composite effectiveness score for principals will be based on other measures of effectiveness, detailed as follows:

Marzano’s School Administrator Rubric: Overview

The Hancock Central School District has selected *Marzano’s School Administrator Rubric (2013)*. This rubric includes indicators across five (5) domains:

- Domain 1: Data-Driven Focus on Student Achievement (5 indicators)
- Domain 2: Continuous Improvement of Instruction (5 indicators)
- Domain 3: A Guaranteed and Viable Curriculum (3 indicators)
- Domain 4: Cooperation and Collaboration (5 indicators)
- Domain 5: School Climate (6 indicators)

Visitations by a Trained Supervisor

The principal will receive a minimum of four (4) formal visitations by a supervisor or other trained administrator across the year: one (1) each quarter. The supervisor/trained administrator will make one (1) announced visit during each of the first two (2) quarters of the school year, one (1) unannounced visit during the third quarter, and one (1) announced visit during the fourth quarter.

Hancock CSD APPR Plan

During each visitation, the supervisor/trained administrator will seek to assess the principal’s effectiveness based on *Marzano’s School Administrator Rubric*. It is the responsibility of the principal to ensure that evidence of these indicators is available to the supervisor. The principal will gather artifacts and other evidence of these indicators to make available to the supervisor/trained administrator.

At least 80% of the Principal School Visit category score will result from school visits by a supervisor or other trained evaluator; at least 10%, but no more than 20%, of the Principal School Visit category will result from school visits by an impartial independent trained evaluator. The visit by an impartial independent trained evaluator will be an announced visit.

Overall Scoring of Other Measures

A raw score for each of the four (4) visitations will be calculated based on a mean average of the related indicators. This average will then be weighted based on the following percentages:

Principals	
Supervisor/Administrator	90%
Independent Evaluator	10%

The weighted average will then be used to determine the “other 60” based on the following chart:

	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

Summative Conference

The evaluator and principal will meet for a summative conference no later than June 15th. The principal will receive a written report within five (5) working days of this conference. The report will include HEDI scores and ratings for the four (4) visitations.

Annual Professional Performance Review

Subsequent to all visitations and the summative conference, the Annual Professional Performance Review for the principal must be completed and results provided to the principal by September 1 of the school year following the evaluation year. The principal will receive the APPR form included in Appendix A.

Appeals Process

A principal may challenge (please see Appendix B for Challenge Form) the overall rating **(ineffective only)** on the summative evaluation or an unsatisfactory rating on a principal improvement plan. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

- The principal must submit to the evaluator (superintendent of schools or designee) additional information specific to the point of disagreement in writing **within five (5) working days** of receipt of the summative evaluation or the unsatisfactory improvement plan. Such written response shall become part of the appraisal record and shall be attached to the summative evaluation.
- The evaluator (superintendent of schools or designee) will meet with the principal **within five (5) working days** of receipt of the appeal and will issue a written decision. If the evaluator is the superintendent of schools, the decision is final. If not, the decision of the evaluator may be appealed to the supervisor of the evaluator or to the superintendent of schools.
- The challenge, together with the record, shall be forwarded to the supervisor of the evaluator (superintendent of schools or designee).
- **Within five (5) working days** of receiving the written challenge, the supervisor of the evaluator (superintendent of schools or designee) shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision.
- At any time during the appeals process, the supervisor of the evaluator (superintendent of schools or designee) may interview the administrator or the evaluator.
- If the challenge is denied, the decision shall state the reasons for the denial.
- The decision of the supervisor of the evaluator (superintendent of schools or designee) shall be final.

Improvement Plans

Purpose

Improvement plans are developed to help principals focus on area(s) where they need extra assistance in order to improve professional practice.

Process

An Improvement Plan shall be developed by the evaluator when a principal's performance on the overall summative evaluation form is rated as "Developing" or "Ineffective."

Hancock CSD APPR Plan

Improvement Plan Conference

The principal and evaluator should review the “Hancock CSD Improvement Plan Form for Principals” (see Appendix C) before the Improvement Plan Conference to reflect on the items that will be discussed.

At the Improvement Plan Conference, the principal and evaluator will develop a plan using the “Hancock CSD Improvement Plan Form for Principals”

Improvement Plan Form

Improvement Plans must include:

1. Identification of the specific deficiencies and recommended area(s) for growth;
2. A timeline for the plan, including intermediate checkpoints, to determine progress;
3. The manner of assessing improvement in the identified deficiency areas;
4. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the principal to work with his/her supervisor, curriculum specialists, veteran administrator(s), and administrator-to-administrator cadre, etc.

Data Security and Reporting

Ensuring Accurate Student, Teacher, and Administrator Data

The District shall provide accurate data to the NYSED in a format and timeline prescribed by the Commissioner. The district shall also provide an opportunity for every covered teacher and principal, as well as other district administrators or staff as needed, to verify the subjects and/or student rosters assigned to him/her. The Director of Pupil Personnel, designated as the Chief Information Officer (CIO), shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The CIO will also be responsible for reviewing disputes concerning the assignment of teacher of record. The CIO shall have the authority to assign tasks and deadlines, as required. Data verification dates will align with the NYSED data verification dates each year.

Reporting Individual Subcomponent Scores

The CIO shall be responsible for reporting to the NYSED the individual subcomponent scores and the total composite effectiveness score for each covered teacher and administrator in the District, and shall do so in a format and timeline prescribed by the Commissioner. The district will adhere strictly to the requirements for reporting sub-component and composite scores to the NYSED as prescribed by regulations.

Development, Security and Scoring of Assessments

The district shall be responsible for overseeing and implementing assessment administration, development, security, and scoring processes utilized under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and administrators are not disseminated to students before administration, and that teachers and administrators do not have a vested interest in the outcome of the assessments they score.

Assessments may be district developed, regionally developed (DCMO BOCES), or vendor developed. All assessments will be reviewed for necessary rigor and alignment with the appropriate Common Core Learning Standards (CCLS) and NYSED assessments.

Training and Certification of Lead Evaluators and Evaluators

Any evaluator who participates in the evaluation of teachers or principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the district for use in evaluations. Training for lead evaluators will include the following required topics:

- New York State Teaching Standards and International SSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the NYSED-approved teacher or principal rubrics
- Application and use of any and all assessment tools used to evaluate teachers and principals
- Application and use of NYSED-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the district as a lead evaluator.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not certified by the Hancock Central School District Board of Education to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in the employment decisions of retention, tenure determinations, and termination.

Hancock CSD APPR Plan

All professional staff subject to the district's APPR for Principals will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYSED Teaching Standards (teachers) or ISLLC Standards (principal), the *NYSUT Teacher Practice Rubric* (teachers) or *Marzano's School Administrator Rubric* (principal), forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within thirty (30) calendar days of the beginning of each subsequent school year for newly hired staff.

Principal training will include training provided by NYSUT on the *NYSUT Teacher Practice Rubric*, training in *Marzano's School Administrator Rubric* by the Marzano Research Laboratory, and evidence-based evaluation methods training provided by DCMO BOCES.

Inter-Rater Reliability

A White Paper published by the *New York State Council of School Superintendents* quotes Charlotte Danielson describing inter-rater reliability as "trained evaluators who can make accurate and consistent judgments based on evidence." In the broadest sense, three (3) primary "gates" for effective evaluation—fairness, reliability, and validity—must be recognized, established, and maintained as the cornerstones of efficacious administrator and teacher evaluation systems. To this end, the Hancock Central School District will work with the DCMO BOCES Network Team to ensure all lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. Specifically, to maintain the acceptable standard of inter-rate reliability, lead evaluators in the Hancock School District will be subject to targeted professional development activities designed to teach best practice data collection, analysis, and reporting methods. Furthermore, the analysis of administrator and teacher artifacts, e.g. homework assignments, projects, quizzes, and parental letters, reports, etc. will be cross-referenced with employee observation reports. Scheduled lead evaluator training activities will include teaching installments designed to encourage group analysis and scoring of administrator, and teacher practice videos using NYSED approved rubrics. Finally, the district will work with neighboring schools to schedule "Instructional Rounds" as a means to collaborate, observe, reflect, and share highly effective inter-rater reliability practices.

Appendix A:

Hancock CSD - APPR Overall Composite Score - Principals

Principal's Name:

Position:

School Year:

Evaluator:

Evaluation Component	Point Range	Points Earned	HEDI RATING
Marzano Rubric	0-60	0	INEFFECTIVE
Local Assessment	0-20	0	INEFFECTIVE
State Growth Score	0-20	<input type="text"/>	INEFFECTIVE

Overall Composite Score 0

SED	
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Principal Improvement Plan (PIP)

A PIP shall be developed by the evaluator and principal when a principal's performance on the overall composites score, which includes Student Growth, Local Measure, Other 60 (Marzano Rubric) is rated as Ineffective or Developing. A PIP must be implemented no later than ten (10) days after the date on which principal is required to report prior to the opening of classes for the school. A PIP may be developed by the evaluator and principal for a principal with an effective APPR composite score, but is consistently rated as not meeting standards.

OVERALL COMPOSITE SCORE:	0
APPR OVERALL RATING (HEDI):	INEFFECTIVE
PIP REQUIRED: (Overall Composite Score <75)	YES

Principal's Signature and Date _____

Evaluator's Signature and Date _____

Appendix B: Hancock CSD Appeals Challenge Form for Principals

Name _____ Evaluator(s) _____

Position _____ School/
District _____

Date _____

Please indicate grounds for the principal appeal (all categories may be challenged for each overall summative evaluation rating scored to be **ineffective** for a principal). All grounds for appeal **must be submitted** on the initial challenge form. **Any issue not raised in the initial challenge form will be deemed waived. It is understood that the appeals process in no way limits the authority of the Board of Education or Superintendent of Schools regarding employment decisions of probationary employees. The burden of proof rests with the appealing party.**

- Adherence to APPR Evaluation Standards/Methodologies
- Adherence to Commissioner’s Regulations
- Compliance with Locally Negotiated Standards
- Implementation/Implementation of TIPS/PIPS
- Clerical Scoring Error (If the principal is not rated ineffective, but there has been a clerical error in calculating the final score, the principal may request of the administration that the final score be reviewed and rectified, if appropriate. District administration has the obligation to review and rectify the final score under these circumstances).

The principal shall write a specific description of the rating in dispute, and shall attach any supporting documentation to be considered as part of the appeal.

**Appendix C:
Hancock CSD Improvement Plan Form for Principals**

Name _____ Evaluator(s) _____

Position _____ School/
District _____

Date _____

1. Identify specific deficiencies and recommended areas of growth (limited to “Developing and Ineffective” ratings) related to the summative evaluation form.

2. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.

3. Indicate how satisfactory performance as defined by the Improvement Plan will be determined.

Hancock CSD APPR Plan

4. Specific resources necessary to implement the plan, including but not limited to, opportunities for the administrator to work with his/her supervisor, curriculum specialists, veteran administrator(s), administrator-to-administrator cadres, etc.

Amendments to the Plan:

If the Improvement Plan is amended during implementation, specify changes.

Employee

Date

Evaluator

Date

Hancock CSD APPR Plan

Continuation/Completion of the Improvement Plan

The administrator has completed the Improvement Plan.

Satisfactory

Unsatisfactory

If unsatisfactory, justification for this rating must be stated in writing. Unsatisfactory ratings for improvement plans may be subject to the appeals process.

Employee's
Signature

Date:

Evaluator's
Signature

Date:

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

HANCOCK CENTRAL SCHOOL DISTRICT DEVELOPMENTAL SCHOOL COUNSELING PROGRAM



UPDATED JULY, 2020

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OUR MISSION

Wildcat Pledge

We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

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Striving for excellence as an innovative, advanced and reflective school community.

OUR CORE BELIEFS

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We ensure continuous growth because we believe each of us can learn.

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We work better together, always.

Innovation

We embrace creativity & advancing technology.

Integrity

We trust, respect, support & care for one another.

Learning Environment

Our approach is engaging, learner-centered & adaptable to individual needs.

Student-Centered

We put students first.

School Counseling Mission Statement

The mission of the Hancock Central School District counseling program is designed to provide support and assist all students in enhancing their skills in three phases of their school development through academic, personal/social and career development. This is a collaborative effort that involves the students, parents, teachers, administrators, school counselors and the community.

PHILOSOPHY

- The responsibility for nurturing the development of children is a collaborative effort. It involves parents, teachers, administrators, school counselors, and the community.
- All children need academic, career, and personal/social support throughout their educational career as they strive to become self-confident, healthy, responsible, and productive citizens.
- Each child is unique and has special gifts, talents, and challenges. Every student has the capacity to learn and will excel given a supportive learning environment.
- School counselors promote an environment conducive to student success by fostering relationships with students and their families to help them reach their full potential. These positive relationships are maintained over time.
- The school counseling and guidance program is an essential and integral part of the overall education process.
- The school counseling and guidance program is comprehensive in scope, preventative in design, and developmental in nature. All students are served by the program.
- The school counseling and guidance program is based on national, state and local standards and is implemented by highly qualified, state-certified, master's-degree- level counselors.
- All counselors abide by the professional ethics of counseling and guidance as set forth by the American School Counseling Association.
- All counselors participate in regular professional development activities to maintain a quality counseling and guidance program.
- All counselors strive to be culturally competent and understand what cultural identifiers have shaped their own values and beliefs.

BENEFITS OF A COMPREHENSIVE DEVELOPMENTAL PROGRAM

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

Benefits for students:

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
- Connects the educational program to future success.
- Facilitates career exploration and development.
- Develops decision-making and problem-solving skills.
- Assists in acquiring knowledge of self and others.
- Enhances personal-social development.
- Assists in developing effective interpersonal relationship skills.
- Broadens knowledge of our changing world.
- Guarantees school counseling services to every student.
- Increases the opportunity for counselor-student interaction.
- Encourages facilitative, co-operative peer interactions.
- Foster resiliency factors for students.

Benefits for parents:

- Prepares their children for the challenge of the 21st century through academic, career, and personal/social development.
- Provides support for parents in advocating for their child's academic, career, and personal/social development.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.

Benefits for teachers:

- Provides an interdisciplinary team effort to address student needs and educational goals.
- Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
- Provides consultation to assist teachers in their guidance and advisement role.
- Positively impacts school climate and the learning community.
- Supports classroom instruction.
- Encourages positive, calendared activities and supportive working relationships.
- Promotes a team effort to address developmental skills and core competencies.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Benefits for administrators:

- Integrates school counseling with the academic mission of the school
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Provides a means of evaluating the effectiveness of the school counseling program.
- Demonstrates school counseling accountability.
- Enhances community image of the school counseling program.

Benefits for school counselors:

- Provides a clearly defined role and function in the educational system.
- Eliminates non-counseling functions.
- Provides direct service to every student.
- Provides a tool for program management and accountability.
- Enhances the role of the school counselor as a student advocate.
- Ensures involvement in the academic mission of the school.
- Places school counselors in a leadership role to close the gap.

Benefits for local Boards of Education:

- Provides rationale for implementing a comprehensive developmental counseling program in the school system.
- Provides assurance that a quality school counseling program is available to every student.
- Demonstrates the necessity of appropriate levels of funding for implementation.
- Supports appropriate credentialing and staffing.
- Provides a basis for determining funding allocations for school counseling programs.
- Furnishes program information to the community.
- Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for student services personnel:

- Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
- Clarifies areas of overlapping responsibilities.
- Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for business and industry:

- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the community:

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Creates community awareness and visibility of the school counseling program.

- Connects the community to the needs of the school and the school to the needs of the community.
- Enhances economic development through quality preparation of students for the world of work.

Resource: New York State School Counselors' Association

ROLE STATEMENT

The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education, and post-secondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages.

Professional school counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counselors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

Professional school counselors have a master's degree or higher in school counseling or the substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards (see Appendix A) of professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model:

School Guidance Curriculum

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
- Education on understanding self and others
Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Substance abuse education
- Multicultural/diversity awareness

Individual Student Planning

- Academic planning
- Goal setting/decision- making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Resource: www.schoolcounselor.org

NYSED PART 100 REGULATIONS

The New York State Education Department; Part 100 Regulations specify the following requirements for school counseling programs:

j. Guidance programs

1. Public schools. Each school district shall have a guidance program for all students.
 - i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
 - ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that

such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

- d. the services of personnel certified or licensed as school counselors.
- iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.
2. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

SCHOOL COUNSELOR PERFORMANCE STANDARDS

Standard 1: The professional school counselor plans, organizes, and delivers the school counseling program.

- 1.1 A program is designed to meet the needs of the school.
- 1.2 The professional school counselor demonstrates interpersonal relationships with students.
- 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

- 2.1 The professional school counselor teaches school guidance units effectively.
- 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents/guardians through the development of educational and career plans.

- 3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation, and referral skills.

- 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
- 4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators, and other relevant individuals.
- 4.3 The professional school counselor implements an effective referral process with administrators, teachers, and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

- 5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- 5.2 The professional school counselor provides support for other school programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

- 6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.
- 6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.

- 7.1 The professional school counselor meets with the advisory committee.
- 7.2 The professional school counselor reviews the school counseling program audit with the council.
- 7.3 The professional school counselor records meeting information.

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.

- 8.1 The professional school counselor uses school data to make decisions regarding students' choice of classes and special programs.
- 8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
- 8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
- 8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.

Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.

- 9.1 The professional school counselor is accountable for monitoring every student's progress.
- 9.2 The professional school counselor implements monitoring systems appropriate to the individual school.
- 9.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 10: The professional school counselor uses time and calendars to implement an efficient program.

- 10.1 The professional school counselor uses a master calendar to plan activities throughout the year.
- 10.2 The professional school counselor distributes the master calendar to parents or guardians, staff, and students.
- 10.3 The professional school counselor posts a weekly or monthly calendar.

10.4 The professional school counselor analyzes time spent providing direct service to students.

Standard 11: The professional school counselor develops a results evaluation for the program.

11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.

11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.

11.3 The professional school counselor knows how to collect process, perception, and results data.

Standard 12: The professional school counselor conducts a yearly program audit.

12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.

12.2 The professional school counselor shares the results of the program audit with the advisory council.

12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

Standard 13: The professional school counselor is a student advocate, leader, collaborator, and a systems change agent.

- 13.1 The professional school counselor promotes academic success of every student.
- 13.2 The professional school counselor promotes equity and access for every student.
- 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting, and the community.
- 13.4 The professional school counselor understands reform issues and works to close the achievement gap.
- 13.5 The professional school counselor collaborates with teachers, parents, and the community to promote academic success of students.
- 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.
- 13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

Resource: American School Counselor Association. (2003). The ASCA national model. ASCA: Alexandria, VA

DELIVERY SYSTEM OF GUIDANCE SERVICES

School counselors deliver services in the areas of guidance curriculum, individual student planning, responsive services and system support. These services are dictated by two sets of standards. They are the New York State Career Development and Occupational Studies (CDOS) standards and the school counseling standards developed by the American School Counselor Association (ASCA).

This plan is a work in progress which continues to evolve by identifying gaps in programming and delivery strategies and continues work to achieve the standards of the profession.

Guidance Curriculum Activities:

- Classroom instruction
- Interdisciplinary activities
- Group activities
- Parent workshops and informational sessions

Individual Student Planning Activities:

- Individual or small group evaluation of student abilities, interests, skills and achievement
- Individual or small group advisement involving students, parents, guardians in the planning and formulation of students' academic programs that meet their needs.
- Individual or small group review of student's personal goals and future plans

Responsive Services Activities:

- Consultation
- Individual and small group counseling
- Peer mediation

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

ACADEMIC DEVELOPMENT

ASCA Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Improve Academic Self-concept

- Articulate feelings of competence and confidence as learners
- Display a positive interest in learning
- Take pride in work and achievement
- Accept mistakes as essential to the learning process
- Identify attitudes and behaviors that lead to successful learning

Acquire Skills for Improving Learning

- Apply time-management and task-management skills
- Demonstrate how effort and persistence positively affect learning
- Use communications skills to know when and how to ask for help when needed
- Apply knowledge and learning styles to positively influence school performance

Achieve School Success

- Take responsibility for their actions
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- Develop a broad range of interests and abilities
- Demonstrate dependability, productivity and initiative
- Share knowledge

ASCA Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Improve Learning

- Demonstrate the motivation to achieve individual potential
- Learn and apply critical-thinking skills
- Apply the study skills necessary for academic success at each level
- Seek information and support from faculty, staff, family and Peers
- Organize and apply academic information from a variety of sources
- Use knowledge of learning styles to positively influence school performance
- Become a self-directed and independent learner

Plan to Achieve Goals

- Establish challenging academic goals in elementary, middle/jr. high and high school
- Use assessment results in educational planning
- Develop and implement annual plan of study to maximize academic ability and achievement
- Apply knowledge of aptitudes and interests to goal setting
- Use problem-solving and decision-making skills to assess progress toward educational goals
- Understand the relationship between classroom performance and success in school
- Identify post-secondary options consistent with interests, achievement, aptitude and abilities

ASCA STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Relate School to Life Experiences

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- Seek co-curricular and community experiences to enhance the school experience
- Understand the relationship between learning and work
- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- Understand that school success is the preparation to make the transition from student to community member
- Understand how school success and academic achievement enhance future career and vocational opportunities

CAREER DEVELOPMENT

ASCA Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Develop Career Awareness

- Develop skills to locate, evaluate and interpret career information
- Learn about the variety of traditional and nontraditional occupations
- Develop an awareness of personal abilities, skills, interests and motivations
- Learn how to interact and work cooperatively in teams
- Learn to make decisions
- Learn how to set goals
- Understand the importance of planning
- Pursue and develop competency in areas of interest
- Develop hobbies and vocational interests
- Balance between work and leisure time

Develop Employment Readiness

- Acquire employability skills such as working on a team, problem-solving and organizational skills
- Apply job readiness skills to seek employment opportunities
- Demonstrate knowledge about the changing workplace
- Learn about the rights and responsibilities of employers and employees
- Learn to respect individual uniqueness in the workplace
- Learn how to write a résumé
- Develop a positive attitude toward work and learning
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- Utilize time- and task-management skills

ASCA Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Acquire Career Information

- Apply decision-making skills to career planning, course selection and career transition
- Identify personal skills, interests and abilities and relate them to current career choice
- Demonstrate knowledge of the career-planning process
- Know the various ways in which occupations can be classified
- Use research and information resources to obtain career information
- Learn to use the Internet to access career-planning information
- Describe traditional and nontraditional career choices and how they relate to career choice
- Understand how changing economic and societal needs influence employment trends and future training

Identify Career Goals

- Demonstrate awareness of the education and training needed to achieve career goals
- Assess and modify their educational plan to support career
- Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- Select course work that is related to career interests
- Maintain a career-planning portfolio

ASCA Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Acquire Knowledge to Achieve Career Goals

- Understand the relationship between educational achievement and career success
- Explain how work can help to achieve personal success and satisfaction
- Identify personal preferences and interests influencing career choice and success
- Understand that the changing workplace requires lifelong learning and acquiring new skills
- Describe the effect of work on lifestyle
- Understand the importance of equity and access in career choice
- Understand that work is an important and satisfying means of personal expression

Apply Skills to Achieve Career Goals

- Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- Learn how to use conflict management skills with peers and adults
- Learn to work cooperatively with others as a team member
- Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

NYS CDOS STANDARDS

Learning Standards for Career Development and Occupational Studies

Standards:

1. Career Development:

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

2. Integrated Learning:

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

3a. Universal Foundation Skills:

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

b. Career Majors:

1. Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

PERSONAL/SOCIAL DEVELOPMENT

ACSA Standard A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.

Acquire Self-knowledge

- Develop positive attitudes toward self as a unique and worthy person
- Identify values, attitudes and beliefs
- Learn the goal-setting process
- Understand change is a part of growth
- Identify and express feelings
- Distinguish between appropriate and inappropriate behavior
- Recognize personal boundaries, rights and privacy needs
- Understand the need for self-control and how to practice it
- Demonstrate cooperative behavior in groups
- Identify personal strengths and assets
- Identify and discuss changing personal and social roles
- Identify and recognize changing family roles

Acquire Interpersonal Skills

- Recognize that everyone has rights and responsibilities
- Respect alternative points of view
- Recognize, accept, respect and appreciate individual differences
- Recognize, accept and appreciate ethnic and cultural diversity
- Recognize and respect differences in various family configurations
- Use effective communications skills
- Know that communication involves speaking, listening and nonverbal behavior
- Learn how to make and keep friends

ASCA Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Self-knowledge Application

- Use a decision-making and problem-solving model
- Understand consequences of decisions and choices
- Identify alternative solutions to a problem
- Develop effective coping skills for dealing with problems
- Demonstrate when, where and how to seek help for solving problems and making decisions
- Know how to apply conflict resolution skills
- Demonstrate a respect and appreciation for individual and cultural differences
- Know when peer pressure is influencing a decision
- Identify long- and short-term goals
- Identify alternative ways of achieving goals
- Use persistence and perseverance in acquiring knowledge and skills
- Develop an action plan to set and achieve realistic goals

ASCA Standard C: Students will understand safety and survival skills.

Acquire Personal Safety Skills

- Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- Learn about the differences between appropriate and inappropriate physical contact
- Demonstrate the ability to set boundaries, rights and personal privacy
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Identify resource people in the school and community, and know how to seek their help
- Apply effective problem-solving and decision-making skills to make safe and healthy choices
- Learn about the emotional and physical dangers of substance use and abuse
- Learn how to cope with peer pressure
- Learn techniques for managing stress and conflict
- Learn coping skills for managing life events

MANAGEMENT

Timeline of Guidance Events

July

Compile end of year data for BOCES
Compile end of year results for LINKS
Compile list of failures and students required to attend summer school
Notify parents of course failures and summer school requirements
Conduct parent meetings
Complete summer school registrations, arrange busing with bus garage
Monitor summer school attendance/grades/behavior
Notify parents of Regents examination results
Prepare for Power School roll-over by completing end of year and commit processes
Provide homeroom lists to the main office for grades 5 & 6

August

Arrange for Regents retakes and busing for students
Calculate and record final grades for students attending summer school
Adjust schedules to reflect summer school results
Record Regents retake grades
Notify staff, students, and parents of 5th and 9th grade orientations
Conduct orientation for 5th grade and 9th grade
Confirm set up Power School for next school year (honor/merit roll, final grade set up, courses, sections, meeting times, attendance, etc. with staff.)
Mail letters to all senior students regarding testing dates, applying to colleges
Enroll new students, request records, review new student information

September

Visit classrooms in all grades
Reschedule grades 5 & 6 reading groups after local testing is complete
Meet with students/teachers to adjust schedules (5-12)
Distribute College English forms and begin registration process (12)
Copy all custody papers and update custody files for district office, main office, & guidance office (5-12)

Make recommendations to CSE regarding necessary schedule changes
Attend BOCES Counselors meeting
Curriculum Night

October

Inform student of Binghamton College Day (11 & 12)
Receive assignment of CSE counseling responsibilities, schedule students
5 weeks grades and progress reports
Hugh O'Brien Youth Leadership Conference (10)
Prepare for and administer PSAT (10)
Prepare for and schedule ASVAB (10-12)
Preston School visitation
Review 5-week grades
Coordinate Construction Career Day with BT-BOCES
Order Regents (9-12)
Compile numbers to order NYS assessments
Meet individually with seniors
Proofread transcripts

November

Parent-Teacher Conferences
College Financial Aid Night
BOCES Counselors Meeting
Work with Seniors to meet college deadlines
Write letters of recommendation and review college applications
Review report cards
MS Honors Assembly
Prepare information for the Scholar Recognition Banquet for SUNY Oneonta
Order New York State Tests with Principal

December

Continue to work with seniors to meet deadlines
Review PSAT scores with the students
Review ASVAB results with students
Receive input for the master schedule for the following school year

January

Coordinate and Prepare schedule for Regents testing

Disseminate proctor listing for Regents testing

Prepare budget for the following year

Report cards

Review first semester grades

Adjust schedules for mid -year

MS Honors Assembly

Prepare for orientation to middle school

Middle School testing related activities:

 Coordinate Field Tests

 Distribute scoring and testing guides

Compile listing of scholarships

February

Schedule and attend meetings with Preston students and parents

Review mid-year grades

Adjust schedules for mid-year

Coordinate BOCES Road Show

Advertise and assemble potential students for Girls/Boys State if avail.

Conduct four-year plans with 8th grade students and parents

Review High School four-year plans

Update listing of scholarships

Arrange BOCES "Road Show" for grades 8 and 10

March

Prepare master schedule draft

Order Regents Exams

Visit classrooms grades 9-11 for career guidance and beginning scheduling

Visit senior classes to distribute scholarships and gather information for graduation

Junior parent mailing

Senior parent mailing- to notify parents of scholarships that were handed out to students

Attend BOCES counselor meeting

Attend Power School Training

Attend Power School Work Session

Request class list recommendations for all grade levels 5-12

Update listing of scholarships

April

Report Cards

Publish certificates and invitations, prepare list and coordinate MS Honors Assembly

Coordinate Rotary Youth Leadership Assembly (RYLA) information/ schedule and attend interviews

Place Hancock High School Banquet Order for awards

Update listing of scholarships

Attend College Day with Junior class

May

Prepare for Honors Celebration –compile list of students and guests, print certificates

Possible SAT

Continue to update scholarships

Input schedule requests

Meet with Juniors to discuss courses and testing grades

June

Retention / placement meetings

8th grade graduation

Class Day Awards 5-7

Class Day Awards 9-12

4th grade orientation to MS

Compile AIS information

Facilitate acceleration meeting for 8th grade students

Assemble BOCES End of Year Data Report

Regents Exams – compile schedule, process materials

Academic Honors Celebration

Community Education Foundation Scholarship meeting

Review Regents and teacher failures

Compile and mail summer school letters

Complete summer school registrations

Coordinate summer school busing

Ongoing Activities

Counseling Students

Counsel students in crisis

Organize and conduct parent and team meetings

Attend CSE and 504 meetings

Elementary school counseling on as needed basis

Monitor students in danger of not graduating

Work to alleviate attendance issues

Liaison to probation, social services, mental health, The Hancock Community Education Foundation and other agencies

Coordinate State testing

Member of the Incident Command Team

Member of MS/HS SST Team

Fulfill letters of recommendation and transcript requests

Provide information for the Links Team

New student enrollment and introductions

Prepare students for top percentage of the class board meetings

Assist with class day award and graduation awards

Meet with college and military reps

Prepare PINS petitions and referrals to Preventive Services as needed

Coordinate College Now Programs with Tompkins Cortland Community College

Coordinate Distance Learning Courses, schedules, paperwork enrollment & residency forms, and attend monthly Distance Learning meetings with ONC BOCES

- Meeting with students, parents, teachers, CSE, Dean of Students and Administration regarding various academic, vocational, college-planning, family and social concerns and issues.
- Visiting classrooms to advise students of upcoming events, new scholarship opportunities and issues that may concern and/or interest them.
- Honors Awards Assemblies every quarter to recognize academic achievement (Merit, Honor, High Honor Roll).
- Discuss with and schedule for students: high school course selection, Academic Intervention Services, Tutoring Services and Career Development Tools (i.e., Guidance Direct Guidance Program).
- Fire Drill Accountability Coverage.
- Standing Member of the District's Crisis Intervention Team.

- Standing Member of the Middle School/High School's Student Support Team (SST)
- Attend monthly counselor meetings.

ACCOUNTABILITY

District Wide Counseling Review

Each year, the Guidance Counselor will review the current Guidance Plan with a supervisory administrator assigned to work with the Counselor during the current year. A review of the current plan will be presented and a new plan with revisions where necessary, to the Superintendent of Schools. The administration in charge of the Guidance Program will present a review of current plan and a plan for the forthcoming year to the Board of Education for final approval.

The Program Audit

- A. The audit is a tool aiding school counselors in the breakdown and analysis of each program component
- B. Once completed, the audit indicates implementation areas that will be improved or enhanced
- C. The audit provides evidence of the program's alignment with ASCA's National Model for School Counseling Programs
- D. After completing the audit, analyze responses to determine the following:
 - 1. Major strengths of program
 - 2. Items in greatest need of strengthening
 - 3. Short-range goals for improvement
 - 4. Long-range goals for improvement

ASCA STUDENT STANDARDS:**PROGRAM PLANNING TOOL**

This form is a tool that can be used to assist you in planning your overall guidance curriculum.

ACADEMIC DEVELOPMENT DOMAIN**K-2****3-5****6-8****9-12**

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to

effective learning in school and across the life span.

Competency A1 Improve Academic Self-concept

A:A1.1 articulate feelings of competence and confidence as learners

A:A1.2 display a positive interest in learning

A:A1.3 take pride in work and achievement

A:A1.4 accept mistakes as essential to the learning process

A:A1.5 identify attitudes and behaviors which lead to successful learning

Competency A2 Acquire Skills for Improving Learning

A:A2.1 apply time management and task management skills

A:A2.2 demonstrate how effort and persistence positively affect learning

A:A2.3 use communications skills to know when and how to ask for help when needed

A:A2.4 apply knowledge and learning styles to positively influence school performance

Competency A3 Achieve School Success

A:A3.1 take responsibility for their actions

A:A3.2 demonstrate the ability to work independently, as well as the ability to work

cooperatively with other students

A:A3.3 develop a broad range of interest and abilities

A:A3.4 demonstrate dependability, productivity, and initiative

A:A3.5 share knowledge

Standard B: Students will complete school with the academic preparation essential to				
choose from a wide range of substantial postsecondary options, including				
college.				
Competency B1 Improve Learning				
A:B1.1 demonstrate the motivation to achieve individual potential				
A:B1.2 learn and apply critical thinking skills				
A:B1.3 apply the study skills necessary for academic success at each level				
A:B1.4 seek information and support from faculty, staff, family and peers				
A:B1.5 organize and apply academic information from a variety of sources				
A:B1.6 use knowledge of learning styles to positively influence school performance				
A:B1.7 become a self-directed and independent learner				
ASCA Student Standards: Program Planning Tool				
ACADEMIC DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
Competency B2 Plan to Achieve Goals				
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and				
high school				
A:B2.2 use assessment results in educational planning				
A:B2.3 develop and implement an annual plan of study to maximize academic ability				
and achievement				
A:B2.4 apply knowledge of aptitudes and interests to goal setting				
A:B2.5 use problem-solving and decision-making skills to assess progress toward				
educational goals				
A:B2.6 understand the relationship between classroom performance and success in				
school				

A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities				
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.				
Competency C1 Relate School to Life Experience				
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life				
A:C1.2 seek co-curricular and community experiences to enhance the school experience				
A:C1.3 understand the relationship between learning and work				
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals				
A:C1.5 understand that school success is the preparation to make the transition from student to community member				
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities				
CAREER DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.				
Competency A:1 Develop Career Awareness				
C:A1.1 develop skills to locate, evaluate, and interpret career information				
C:A1.2 learn about the variety of traditional and nontraditional occupations				
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations				
C:A1.4 learn how to interact and work cooperatively in teams				

C:A1.5 learn to make decisions				
C:A1.6 learn how to set goals				
C:A1.7 understand the importance of planning				
C:A1.8 pursue and develop competency in areas of interest				
C:A1.9 develop hobbies and vocational interests				
C:A1.10 balance between work and leisure time				
ASCA Student Standards: Program Planning Tool				
CAREER DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
Competency A:2 Develop Employment Readiness				
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills				
C:A2.2 apply job readiness skills to seek employment opportunities				
C:A2.3 demonstrate knowledge about the changing workplace				
C:A2.4 learn about the rights and responsibilities of employers and employees				
C:A2.5 learn to respect individual uniqueness in the workplace				
C:A2.6 learn how to write a resume				
C:A2.7 develop a positive attitude toward work and learning				
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace				
C:A2.9 utilize time and task-management skills				
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.				
Competency B:1 Acquire Career Information				
C:B1.1 apply decision making skills to career planning, course selection, and career				

transition				
C:B1.2 identify personal skills, interests, and abilities and relate them to current career				
choice				
C:B1.3 demonstrate knowledge of the career planning process				
C:B1.4 know the various ways in which occupations can be classified				
C:B1.5 use research and information resources to obtain career information				
C:B1.6 learn to use the internet to access career planning information				
C:B1.7 describe traditional and non-traditional occupations and how these relate to				
career choice				
C:B1.8 understand how changing economic and societal needs influence employment				
trends and future training.				
Competency B:2 Identify Career Goals				
C:B2.1 demonstrate awareness of the education and training needed to achieve career				
goals				
C:B2.2 assess and modify their educational plan to support career				
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing,				
and/or other work experience.				
C:B2.4 select course work that is related to career interests				
C:B2.5 maintain a career planning portfolio				
ASCA Student Standards: Program Planning Tool				
CAREER DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
STANDARD C: Students will understand the relationship between personal qualities,				
education, training, and the world of work.				

Competency C:1 Acquire Knowledge to Achieve Career Goals				
C:C1.1 understand the relationship between educational achievement and career success				
C:C1.2 explain how work can help to achieve personal success and satisfaction				
C:C1.3 identify personal preferences and interests which influence career choice and success				
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills				
C:C1.5 describe the effect of work on lifestyle				
C:C1.6 understand the importance of equity and access in career choice				
C:C1.7 understand that work is an important and satisfying means of personal expression				
Competency C2 Apply Skills to Achieve Career Goals				
C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals				
C:C2.2 learn how to use conflict management skills with peers and adults				
C:C2.3 learn to work cooperatively with others as a team member				
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences				
PERSONAL/SOCIAL DOMAIN	K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.				

Competency A1 Acquire Self-Knowledge				
PS:A1.1 develop positive attitudes toward self as a unique and worthy person				
PS:A1.2 identify values, attitudes and beliefs				
PS:A1.3 learn the goal-setting process				
PS:A1.4 understand change is a part of growth				
PS:A1.5 identify and express feelings				
PS:A1.6 distinguish between appropriate and inappropriate behavior				
PS:A1.7 recognize personal boundaries, rights, and privacy needs				
PS:A1.8 understand the need for self-control and how to practice it				
PS:A1.9 demonstrate cooperative behavior in groups				
PS:A1.10 identify personal strengths and assets				
PS:A1.11 identify and discuss changing personal and social roles				
PS:A1.12 identify and recognize changing family roles				
ASCA Student Standards: Program Planning Tool				
PERSONAL/SOCIAL DOMAIN	K-2	3-5	6-8	9-12
Competency A2 Acquire Interpersonal Skills				
PS:A2.1 recognize that everyone has rights and responsibilities				
PS:A2.2 respect alternative points of view				
PS:A2.3 recognize, accept, respect and appreciate individual differences				
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity				
PS:A2.5 recognize and respect differences in various family configurations				
PS:A2.6 use effective communications skills				
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior				
PS:A2.8 learn how to make and keep friends				
STANDARD B: Students will make decisions set goals, and take necessary action to				
achieve goals.				

Competency B1 Self-Knowledge Application				
PS:B1.1 use a decision-making and problem-solving model				
PS:B1.2 understand consequences of decisions and choices				
PS:B1.3 identify alternative solutions to a problem				
PS:B1.4 develop effective coping skills for dealing with problems				
PS:B1.5 demonstrate when, where and how to seek help for solving problems and				
making decisions				
PS:B1.6 know how to apply conflict resolution skills				
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences				
PS:B1.8 know when peer pressure is influencing a decision				
PS:B1.9 identify long- and short-term goals				
PS:B1.10 identify alternative ways of achieving goals				
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills				
PS:B1.12 develop an action plan to set and achieve realistic goals				
STANDARD C: Students will understand safety and survival skills.				
Competency C1 Acquire Personal Safety Skills				
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home				
address, emergency contact)				
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of				
rights of the individual				
PS:C1.3 learn about the differences between appropriate and inappropriate physical				
contact				
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy				
PS:C1.5 differentiate between situations requiring peer support and situations requiring				

adult professional help				
PS:C1.6 identify resource people in the school and community, and know how to seek their help				
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices				
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse				
PS:C1.9 learn how to cope with peer pressure				
PS:C1.10 learn techniques for managing stress and conflict				
PS:C1.11 learn coping skills for managing life events				

Comprehensive School Counseling Program Map

1 = None 2 = Beginning 3 = Developing 4 = In Full Practice IMPLEMENTATION RATING				
1	2	3	4	
Each district shall have a guidance program for all students:				
(i) The K-6 school counseling program:				
				(i.1) is designed in coordination with the teaching staff
				(i.2) prepares students to participate effectively in their current and future educational programs
				(i.3) includes interventions for students with attendance problems
				(i.4) includes interventions for students with academic problems
				(i.5) includes interventions for students with behavioral problems
				(i.6) includes interventions for students with adjustment problems
				(i.7) educates students concerning avoidance of child sexual abuse
				(i.8) encourages parental involvement
(ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff				
				(ii.1) includes the services of personnel certified or licensed as school counselors
				(ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor
				(ii.3) includes instruction at each grade level to help students learn about careers & career planning skills
				(ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors
				(ii.4.1) enables students to benefit from the curriculum
				(ii.4.2) provides interventions for students with attendance problems
				(ii.4.3) provides interventions for students with academic problems
				(ii.4.4) provides interventions for students with behavioral problems
				(ii.4.5) provides interventions for students with adjustment problems
				(ii.4.6) provides advisement on developing & implementing postsecondary education and career plans

(ii.4.7) encourages parental involvement				
(iii) The school district plan:				
(iii.1) is filed in district office and available for review by any individual				
(iii.2.1) includes program objectives which describe expectations of what students will learn from the program				
(iii.2.2) includes activities to accomplish the objectives				
(iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives				
(iii.2.4) includes provisions for the annual assessment of program results				
(iii.3) is reviewed annually and revised as necessary				

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

HCS COVID-19 Student Entry Ticket

One HCS COVID-19 Student Entry Ticket must be completed every day for each school-aged child in your household. If you answer YES to any of the questions below, do NOT send your child to school. Please call the elementary or middle/high school health office and contact your child's primary health physician. In accordance with privacy laws and regulations (FERPA/HIPPA), tickets will not be kept on file once information has been reviewed and logged per state guidelines.

Date:	Student's Name:	Elementary or MS/HS	Parent/Caretaker/Guardian Signature*:	<p>Common COVID-19 Symptoms may include:</p> <p>Fever or chills Cough Shortness of breath Fatigue Muscle or body aches Headache New loss of taste/smell Sore throat Congestion/runny nose Nausea or Vomiting Diarrhea</p> <p>Elem Health Office: 607-637-1220 MS/HS Health Office: 607-637-1310</p>
<p>Has your child or any member of your household experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days?</p>	<p>Has your child or any member of your household knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19?</p>	<p>Has your child or any member of your household tested positive through a diagnostic test for COVID-19 in the past 14 days?</p>	<p>Has your child or any member of your household traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?</p>	
<p>YES__ NO__</p>	<p>YES__ NO__</p>	<p>YES__ NO__</p>	<p>YES__ NO__</p>	

*Please sign to attest the above-mentioned information is true to the best of your knowledge.

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HCS COVID-19 Employee Entry Ticket

By completing this questionnaire, you attest the following information is true to the best of your knowledge. If you answer YES to any of the questions below, you may NOT enter the facility and will need to notify your building administrator by phone.

Date:	Employee ID:	Department:	Time in:	Common COVID-19 Symptoms include: Fever or chills Cough Shortness of breath Fatigue Muscle or body aches Headache New loss of taste/smell Sore throat Congestion/runny nose Nausea or Vomiting Diarrhea
Have you or a member of your household experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days?	Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19?	Have you or a member of your household tested positive through a diagnostic test for COVID-19 in the past 14 days?	Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?	
YES__ NO__	YES__ NO__	YES__ NO__	YES__ NO__	

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HCS COVID-19 Visitor Entry Ticket

By completing this questionnaire, you attest the following information is true to the best of your knowledge. If you answer YES to any of the questions below, you may NOT enter the facility.

Date:	Name:	Phone:	Reason for Visit:	Office/Room Number Visiting:	Time In:
Have you or a member of your household experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days?	Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19?	Have you or a member of your household tested positive through a diagnostic test for COVID-19 in the past 14 days?	Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?	Common COVID-19 Symptoms include: Fever or chills Cough Shortness of breath Fatigue Muscle or body aches Headache New loss of taste/smell Sore throat Congestion/runny nose Nausea or Vomiting Diarrhea	
YES__ NO__	YES__ NO__	YES__ NO__	YES__ NO__		

Hancock Central School District Technology Plan

HCSD Technology Mission Statement:

The HCS Facilities Committee promotes the use of technology to increase efficiency of District operations & to support teaching and enhance student learning.

HCSD Mission Statement:

We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Goal #1.-

Empowering educators through professional learning opportunities.

Nysed Goal:

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Target Student Population:

High School ELA (Students/Staff)

Action Plan:

a. **This will support improved academic achievement by: Improve faculty and staff awareness, understanding and utilization of technology available to our district.**

- i. **Chromebook Mobile Carts**
- ii. **ipads**
- iii. **Google Expedition Goggles**
- iv. **Schoology**
- v.

Providing the following:

- Opportunities to share w/authentic audiences outside of the walls of the school
- Expanding global connections and opportunities to collaborate
- Choice
- Opportunities to creatively problem solve
- Alternate methods of instruction
- Student centered/directed learning opportunities
- Authentic/contextualized learning opportunities

c. **This goal will be promoted by:** Training and ongoing support offered through a variety of providers including, but not limited to: Teachers' Center, BOCES, in-house trainings, vendors, conferences, etc.

Timeline- 3 Years

Stakeholder- HS Faculty

Hancock Central School District Technology Plan

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Goal #2-

Using technology to help improve ELA Test Scores (Over 3 year plan) by 5 %

NYSED Goal:

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning.

Target Student Population:

Grades 3-4

Action Plan:

A. Increase student use of technology in 3rd through 6th grade classrooms with i pads and Chromebooks.

B. This will support improved academic achievement by:

Integrating Learning Management System (*Schoology*)

- Developing Teacher created online assessments to Track Student progress through LMS
- Working in collaborative teams to share common assessment data and adjust instruction

Timeline: 3 Years

Stakeholders: 3rd-4th Grade Faculty

Hancock Central School District Technology Plan

HCS D Technology Mission Statement:

The HCS Facilities Committee promotes the use of technology to increase efficiency of District operations & to support teaching and enhance student learning.

HCS D Mission Statement:

We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Goal #3- Develop and support a digitally responsible culture

NYSED Goal: Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.

Target Student Population:

Grades 5-6

Action Steps:

- A. Provide students/parents/community with information/training in digital citizenship and cybersafety through assemblies, local law enforcement panel/presentation, and during open house/curriculum nights
 - Instruct, advocate and practice safe, legal, and responsible use of information and technology.

- B. **This will support improved academic achievement by:**
 - Increasing faculty, student and community awareness of ethical technological practices which will allow students and staff the opportunity to seamlessly engage in responsible technology integrated practices.
 - Increasing on task instructional time
 - Reducing the number of inappropriate technology use referrals
 - This goal will be promoted by communicating and enforcing existing policies, and providing direct instruction via faculty, staff and outside training.

Timeline: 3 Years

Stakeholders: 5th-6th Grade Faculty

Resources:

- SOS.FBI.GOV (<https://sos.fbi.gov>)
- NetSmartz (<https://www.netsmartz.org/Home>)
- Common Sense (www.common Sense media.org)