

# **RETURN TO IN-PERSON INSTRUCTION**

## **Information for Buffalo Public Schools parents**

Beginning on February 1, 2021, the District will begin Phase I of the return to in-person instruction. The following overview will provide additional information and clarification for parents.

### **TEACHER OF RECORD**

Schools are working to provide as much instructional consistency as possible. In most instances, the classroom teacher that has been working with the students for the first semester will work with both the in-person and the remote learners. In some cases, other decisions may need to be made to address staffing concerns and the needs of students and families.

### **INSTRUCTIONAL MODEL**

Every school has developed a Phase I plan to address the needs of its particular population. Some teachers will not have students that are returning in-person. These teachers will teach remotely from their classrooms. Other teachers will have students that return in-person.

In classrooms where in-person students are in the room with their own teacher, the teacher will work with in-person and remote learners simultaneously. Synchronous and asynchronous instruction continues. All learners receive the same quality of instruction. Teachers use a mix of whole group, synchronous instruction and teacher-led small group instruction. Microsoft Teams, our virtual platform, enables the teacher to connect with both groups of learners.

- During whole group, synchronous instruction, the teacher will connect with both groups of learners simultaneously.
- Students can also be grouped by environment (remote or in-person). When in-person learners are working with the teacher, remote learners will work asynchronously, and vice versa.
- At other times, the teacher might work with students in flexible groups. These groups could combine students from both in-person and remote environments. Other students would work with partners or independently.

Schools will need to make determinations regarding instructional implementation based on staffing and schedules and student needs. If an elementary classroom, for example, has been providing both synchronous and asynchronous reading instruction each day by splitting the 90- or 60-minute block into segments, that practice can continue.

In many secondary classrooms, teachers alternate synchronous and asynchronous classes on different days. In that classroom, the teacher may teach the in-person and remote learners together on synchronous days and run small groups on asynchronous days.

In secondary schools, in-person students may also be grouped with students from different classes. The students in these learning labs will access their classes via Teams. Please see specific school plans for additional information.

Resources that are accessible to both groups of students will help facilitate both synchronous and asynchronous instruction. This includes virtual math manipulatives and online programs like Zearn, myON, Moby Max, Prodigy, Castle Learning, and Lexia.

## **STUDENT DEVICES**

Students must bring their devices with them to school each day in a sturdy bag or backpack. Students must also bring their power cord with them to school each day, as well as headphones. When possible, schools will stock additional power cords and headphones in the event that a student forgets to bring them. Students should arrive at school with a charged device, and schools will provide opportunities to students to charge devices throughout the day.

The first time a student or teacher enters the building in February, the device may take some time to sync.

If a student breaks a device, each situation will be handled individually. The family should visit the Center for Innovation, Technology and Training located at 1515 South Park with the broken device.

Students are discouraged from bringing unnecessary personal items to school.

## **MULTILINGUAL EDUCATION**

Identified students will continue to receive both bilingual Spanish and English as a new language (ENL) instruction whether students are learning remotely or in-person. Students pending ELL designation will also receive services. Please contact your child's school if you have questions regarding your child's services or eligibility for services.

All families should be communicated with in their preferred language.

- Talking Points, a two-way communication platform, allows the sender to compose and send a message to the family in English, and the family in turn receives the message in its preferred language. The family can then respond back to the sender in its home language and the message will be received in English.
- District-approved School Connect calls will be sent to families in Arabic, Bengali, Burmese, Karen, Kinyarwanda, Nepali, Somali, Spanish, Swahili and Tigrinya.
- Translated District documents in Arabic, Bengali, Burmese, Karen, Kinyarwanda, Nepali, Somali, Spanish, Swahili and Tigrinya can be distributed to families by paper, email or posted on the District's website.
- Language Line is a three-way calling service that can be used to contact families, especially those who speak a low incidence language. Each school has been provided with the district Id# and an access code.

- Weekly Language Specific Support Sessions are offered in the District’s top languages. Please find the [schedule](#) attached here.
- A District Hot line for Multilingual Families is available. The phone number is 816-7099. Calls will be returned by one of our Registration Cultural Aides within 24-48 hours.

## **SPECIAL EDUCATION**

See separate document.

## **PRE-KINDERGARTEN**

PK students are required to wear masks in school except during breakfast, lunch, and rest times (6ft social distancing is followed). Parents may want students to practice wearing masks at home to help them acclimate.

Gross motor skills are an important part of pre-kindergarten. When children use gross motor skills, they’re also working on balance, coordination, hand-eye coordination, and strengthening the neural pathways in their brain. Gross motor skills include skills such as sitting, standing, walking, running, jumping, lifting (a spoon, a hairbrush, a barbell — they all count), kicking, riding a bike, playing sports like football or baseball, roller blading, and swimming.

Students in pre-kindergarten may complete their gross motor activities during asynchronous instruction time while they are at home. Some schools may be able to accommodate gross motor activities in the school. This will be building-specific.

Students that return to in-person instruction may be provided with rest time. Student napping materials should be labeled with their name. Children do not wear a mask during rest time. Students will lay head-to-toe at least 6ft apart. If children do not sleep, they will be offered individual quiet activities such as drawing or coloring, using crayons or pencils from that student’s personal allocation.

Students will eat their meals in the classroom, though family-style meals are not possible at this time. Students should not share food. As children finish lunch, they will reapply their masks.

Hygiene is exceptionally important at this time. Please encourage frequent hand-washing at home. At school, students are encouraged to wash their hands

- Upon arrival to the building and classroom
- Upon arrival to the first program activity
- Between all program activities
- After using the restroom
- Before and after eating
- Before departing the last program activity
- Any time after touching the eyes, nose, or mouth, or any time a bodily fluid may be on the hands