

# Waterville Central School District **Draft Reopening Plan** Fall 2020





## Table of Contents

Goals for the Reopening Plan	3
Section I: Teaching and Learning	4
Section II: Maintaining a Healthy and Safe Environment for in-person Instruction	18
Section III: Child Nutrition Plan	38
Potential School Closure	45
NYSED Regulations and Law	45

### Addendums

**Addendum A:** Waterville Jr./Sr. High School In-Person, Hybrid, and Remote Instructional Guidelines

**Addendum B:** Memorial Park Elementary School In-Person, Hybrid, and Remote Instructional Guidelines

**Addendum C:** NYSED Required Assurances

## Goals for the Reopening Plan

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The goals of the Waterville Central School District Reopening Plan are as follows:

- Keeping students, faculty and staff safe and healthy
- Being empathetic and respectful of each individual's choices and individual needs
- Protecting the social-emotional and mental health needs of students, faculty and staff
- Keeping learning coherent and equitable whether in-person, remote i-learning, or through hybrid learning
- Meeting the needs of all students by engaging families as active partners
- Maintaining flexibility to adapt to the changing public health landscape

## Section I: Teaching and Learning

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### Required Instructional Models for Submission

#### Definitions:

1. **In-person learning**: combines in-person delivery of instruction half days five days a week and support materials and assignments provided online for the other half of the day
2. **Remote i -learning**: approach where all instructional activities occur outside of school; instruction/materials may be delivered on-line and/or paper-based
3. **Hybrid learning**: approach where instruction is delivered in-person and through Remote i-Learning

#### Option A: In-person learning (five half days a week)

- Refer to the Waterville Jr./Sr. High In-Person, Hybrid and Remote i-Learning Guidelines (Appendix A) and Memorial Park Elementary In-Person, Hybrid and Remote i-Learning Guidelines (Appendix B) for specific details.

#### Option B: Remote i-learning

- Refer to the Waterville Jr./Sr. High In-Person, Hybrid and Remote i-Learning Guidelines (Appendix A) and Memorial Park Elementary In-Person, Hybrid and Remote i-Learning Guidelines (Appendix B) for specific details.

#### Option C: Hybrid learning

- Refer to the Waterville Jr./Sr. High In-Person, Hybrid and Remote i-Learning Guidelines (Appendix A) and Memorial Park Elementary In-Person, Hybrid and Remote i-Learning Guidelines (Appendix B) for specific details.

# Instructional Delivery

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Curriculum mapping and daily lesson planning will follow, as closely as possible, a typical school year.

## Goals of instruction

- Clearly-stated lesson objectives/learning targets aligned with NY State Standards
- Content and skills introduced and reinforced with a variety of methods
- Options for students that tap into their interests, readiness levels and learning styles while respecting individual family's needs.
- Opportunities to interact with teachers and classmates in a variety of ways
- Opportunities for a variety of formative and summative assessments with timely feedback provided
- Monitor and maintain student and family communication and connections with school

## Consideration of Family/Home Context

- Refer to the Waterville Jr./Sr. High In-Person, Hybrid and Remote i-Learning Guidelines (Appendix A) and Memorial Park Elementary In-Person, Hybrid and Remote i-Learning Guidelines (Appendix B) for specific details.

## Pre-Assessments

Teachers will have an opportunity, over the summer, to identify instructional gaps that resulted from remote learning during the 2019-20 school year. In addition, teachers will conduct pre-assessments during the 2020-21 school year to determine students' level of understanding on key concepts and skills. Interventions will be implemented as needed.

- For students in grades K-8, an iReady diagnostic will be administered for English and Math
- For students in K-8, a pre-test will be administered for special subject areas
- For students in grades 9-12, a pre-test will be administered in all subject areas

## Student Attendance and Engagement

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Student attendance and engagement is critically important, especially when students are at home, during this uncommon time. Attendance records will be maintained for all instances when students are expected to be “in class” whether in the classroom or connected remotely from home. Student attendance will be guided by Waterville Central School District’s Attendance Policy (#7020). Though good student attendance is critical, students should always be kept home from school when they are experiencing any symptoms of illness.


- Every teacher will take attendance 1st period (Jr./Sr. High) or during the first 15 minutes of the school day (Memorial Park Elementary)
- Every teacher will take attendance each period (Jr./Sr. High)
- The attendance secretary and/or the School Resource Officer will make a phone call home to check in with students not logged in or virtually present
- Attendance letters will be sent on a regular basis to families
- Student support teams (PPS at the Jr./Sr. High, Rtl at Memorial Park Elementary) will meet virtually and work collaboratively with parents to improve student attendance
- Students not in compliance with the Board of Education’s Policy (#7020) regarding attendance will be referred to IRT, PINS, and/or CPS

## Chronic Absenteeism ([from NYSED Guidance](#))

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Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines.<sup>12</sup> Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month.

- Chronic absence includes all absences from instruction, both excused and unexcused. Instead of school policies and procedures focusing on truancy, it is essential for school attendance policies to focus on the academic consequences of lost instructional time and for the school procedures to address absences before students fall behind in school.
- During these challenging times, the development of positive school relationships may be a lifeline for students disconnected from school.
- Although flexibility is recommended when monitoring attendance in a remote instructional model, for students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, districts and other schools should explore a variety of methods for reaching out such as:
  - phone calls to families are often the simplest solution and provide an immediate opportunity to offer resources and assess student and family needs
  - where families do not respond to phone calls, texting may offer a lower-stress alternative and a subsequent phone call can be arranged
  - seeking out adults in the school who have established a connection with the student and/or family may yield improved results. Counselors, coaches, social



workers, and psychologists are often logical choices, in addition to teaching staff. Social media contact or using friends to reach out can also be effective strategies.

- Assign each chronically absent student an “ally” – an adult who is responsible to check in on the student every day, whether instruction is in-person, remote, or online. School districts and other school entities have the responsibility to provide translation for families who speak a language other than English in the home. Once contact is made, emphasis should be on addressing the student’s or family’s barriers to “attendance” or engagement with instruction.

## Special Education/504 Considerations

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Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, we should focus our planning efforts on how to continue serving our students to the greatest extent practicable by tailoring distance learning that provides educational benefits to students with disabilities. All decisions regarding special education must comply with guidance from the U.S. Department of Education. The basic guidelines and options/opportunities are based on the following core beliefs:

- IEPs remain in place and should direct students' remote learning. Be mindful that a student's program may require commencing a team meeting.
- Documentation of all services provided should be done, including using the students' ClearTrack account.
- Emphasize structure and consistency for students with special needs.
- Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources should be viewed broadly and include leveraging local associations, professional organizations, government agencies, and more.
- Affirm that all students can achieve growth in all capacities. Learning opportunities should occur and should be tracked, when applicable.
- Instructional Support teachers should work with general education and classroom teachers to gain access to the Google Classrooms for which they have students on their caseload.

The focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special and general education teachers (including bilingual/ESL and dual language teachers), case managers, and teaching assistants (when applicable), to support students in accessibility and in meeting their IEP benchmarks and goals. Any changes to programs or goals should be made in conforming with federal and state required procedural safeguards. Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special educators should collaborate with the students' counselors to work on activities that support students with stress/anxiety reduction and other SEL activities.



## English Language Learners (BOE Policy #8202)

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Students who are English Language Learners (ELLs) come from culturally and linguistically diverse backgrounds and include students with varying levels of proficiency in English and their home language. This section aims to provide educators with recommendations on how to build on families' culturally and linguistically diverse backgrounds by providing students with authentic language activities that allow them to participate and access material in both English and their home language. General Education teachers should provide access to students' Google Classrooms for ELL teachers so that instructional support can be provided. To the extent possible, a co-teaching mentality should be utilized while providing remote learning to ELL students.

In addition to providing activities appropriate to students' language proficiency levels, it is recommended that educators consider how to leverage the culturally and linguistically diverse backgrounds of the families. To the extent possible, communication with families of ELL students should be shared in the home language as well as English.

## Access to Educational Materials

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Every Waterville Central School District student in grades K-12 will have access to Chromebooks for grades K-12. We are all sensitive to the fact that not all Waterville families have internet connectivity.

The Waterville Central School District is working to procure technology (connected Chromebooks) to ensure that students without internet access are able to connect digitally.

To ensure equity and access for all students, we have used two primary methods to deliver educational materials to students: paper-based and digitally.

## Internet Connectivity

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The District has encouraged families to take advantage of a variety of free internet services currently being offered in the region. For families who are still unable to attain internet access, the District has used grant money to purchase Kajeet Chromebooks with built-in hot spots for student use. These Chromebooks do require cellular service to work. For families without both cellular and internet service, students are able, while complying to social distancing rules, to come sit outside of the school building and connect to District wifi on their school-issued Chromebook. While school wifi is available around the outside of the building, the best signal can be acquired by the main entrance. We have installed an antenna to help boost the wifi signal as far into the parking lot as possible.

## Grading and Report Cards

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Grading will adhere to the Waterville Central School District [Grading System Policy \(#8101\)](#) and will take place as outlined in the Waterville Central School District Instructional Guidelines for In-Person, Hybrid, and Remote i-Learning Guidelines. Report cards will be issued on a quarterly basis.

## **Student, Faculty, and Staff Social, Emotional, and Mental Health**

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The Waterville Central School District will be developing the Waterville Central School District K-12 Comprehensive School Counseling Plan and the Waterville Central School District Plan will include the NYS Standards for Social Emotional Learning and to identify trainings, activities, and resources to address mental health issues among faculty and staff during this difficult time.

Memorial Park Elementary will continue to integrate Positivity Project lessons into students' daily activities. Additionally, the Waterville Central School District recently became a Connected Community School with support from grants from the AFT and NYSUT. The district will continue to rely on these resources for the benefit of our students and community.

## Professional Development

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We recognize that transitioning between models is a work in progress for our entire team. Teachers will be provided with professional learning opportunities in blended learning and time to conduct a gap analysis to identify areas of growth for individualized learners and to develop instructional plans to mitigate gaps generated by the interruption presented by COVID-19.

Moving forward, we will continue to develop and provide professional development to address the needs and questions of teachers. Teachers should let their principal know if they need professional development support to help provide distance learning opportunities for students.

**The district further plans to collaborate with district committees to further address:**

- Multi Tiered Support Systems (MTSS)
- Social Emotional Learning (SEL)
- Guidance Plan (Development)
- Restorative Justice Practices
- Safety Procedures related to COVID-19
- Mental Health and Trauma Responsive Practices
- Adult SEL and Wellbeing Workshops

## Communication with Families

The District worked with a team on July 27, 2020. The team was a representative group of students, teachers, parents, administrators, board of education members, and community members to review the drafted plan for the 2020-2021 school year and provide feedback related to online learning during the spring of 2020. Feedback will be utilized to inform plans for the 2020-2021 school year.

All stakeholders were given the opportunity on Tuesday, July 28 to view the presentation of the draft of this plan and provide their feedback following the presentation. All answers will be answered directly and also compiled into a parent-friendly “Q&A” document to be posted on the district website and social media platforms.

As the 2020-21 school year begins, the District will continue to use Blackboard Connect to connect with families through email, text, and phone messages. In addition, the WCS website and social media pages will be used to share information. Our reopening survey will be used to determine what families may require solely paper-based communication or elects to engage in remote learning only.

Resources will be provided throughout the school year to support families as we share in the education of students through this difficult time.

### **Additional Information**

1. The school and/or district engaged with stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

The Waterville Central School District’s Safe Reopening of Schools Team began meeting in mid-July to begin discussions regarding the anticipated requirements and protocols needed to safely reopen our schools. The team consists of building principals, district administrators, directors of special education, pupil personnel services, technology, transportation, facilities, and food services, teachers, including special education, nurses, counselors, a board of education member and local healthcare provider, and parents. The team continues to meet to discuss and make decisions based on the guidance from the New York State Education Department, the New York State Health Department, and the Centers for Disease Control. Any updates or changes to these documents have been and will continue to be shared with the team.

2. The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals

with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.

The Waterville Central School District utilizes the Blackboard Connect application as its primary method of mass communication with families and staff. The application generates a phone call, email, text notification, a notification on the homepage of the district website. We also employ social media outlets to communicate important information as well.

3. The school and/or district will ensure all students are taught or trained to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

Mandatory training regarding new COVID-19 protocols including but not limited to hand and respiratory hygiene, proper usage of face coverings, and physical distancing will be administered to all students. To reinforce this training, signage will be posted throughout the facilities reminding students of proper physical distancing, face covering protocols, and hand and respiratory hygiene.

4. The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g. signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.

The Waterville Central School District will utilize daily announcements, electronic communications, and postings throughout district facilities to encourage adherence to the CDC and DOH guidance regarding the use of acceptable face coverings when physical distancing is not possible. The district will provide acceptable face coverings to those students who may have lost or forgotten their personal face covering as well as staff members and visitors if necessary. Students, staff, and visitors will be encouraged to utilize their own acceptable face coverings.

5. The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

Communications sent out by the Waterville Central School District will be translated into languages spoken at home among our families and throughout the school community. Written plans will be made accessible to those with visual and/or hearing impairments.



## Section II: Maintaining a Healthy and Safe Environment for in-person Instruction

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### Health and Safety

1. Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing; (2) PPE and face covering availability; (3) Availability of safe transportation; (4) Local hospital capacity – consult your local department of health.

After considering building capacities (number and square footage of classrooms, square footage of cafeterias and gymnasiums), anticipated enrollments, various academic programs offered at the secondary level, as well as special education programs, we will be utilizing a hybrid model of instruction that will reduce the number of students in the building at one time.

The district officials also met with the District Superintendent, Health Department as well as the County Executive to confirm that local hospital capacity was not currently an issue for opening.

2. Each school and/or district reopening plan must engage with stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.

The Waterville Central School District's Safe Reopening of Schools Committee began meeting in mid-June to begin discussions regarding the anticipated requirements and protocols needed to safely reopen our schools. The committee consists of building principals, district administrators, directors of special education, pupil personnel services, technology, transportation, facilities, and food services, teachers, including special education and ENL, teachers' aides, nurses, counselors, a board of education member and local healthcare provider, and parents. The committee continues to meet to discuss and make decisions based on the guidance from the New York State Education Department, the New York State Health Department, and the Centers for Disease Control. Any updates or changes to these documents have been and will continue to be shared with the committee.

3. Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

4. The Waterville Central School District utilizes the Blackboard Connect application as its primary method of mass communication with families and staff. The application generates a phone call, email, text notification, a notification on the homepage of the district website. We also employ social media outlets to communicate important information as well.
5. Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

The Waterville Central School District has consulted with the Health Department, School Attorneys, the OHM BOCES Safety Office and school nurse. The plan will be provided to our school physician for review. The district has developed a written protocol that will train staff in the observation of signs of illness in students and staff. This protocol will include a requirement to send students or staff to the school nurse if displaying signs of illness.

6. Each school and/or district reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.
7. The Waterville Central School District will require staff to complete a daily health screening questionnaire prior to arrival at school and a temperature check upon entry into a school building. As recommended by the guidance provided by the New York State Education Department, we will encourage parents to screen their child for signs of illness and check their child's temperature daily prior to boarding the school bus or arriving at school. A supply of screening questionnaires will be provided to parents in order to record the results of the daily temperature check. Results of those screenings will be submitted to their classroom teacher upon arrival to school. Students who board their bus and have not been screened will not be denied transportation to school and will be seated to maximize physical distance from other students. Such students will be screened immediately at school and treated in a confidential manner. The same shall apply if a child not utilizing district transportation arrives at school without a completed screening questionnaire.
8. Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.
9. Every school building in the Waterville Central School District is staffed with a full time Registered Nurse. Nurses will assess ill students and staff in accordance with the school physician's standing orders. If warranted, ill students and staff will be sent home along with a recommendation to see their healthcare provider or go to an urgent care facility. In a rare case where a nurse is not present in the building, the building administrator shall send the student home with the same recommendation.


10. Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

The district has identified areas in each building that will serve as isolation areas for students who exhibit signs of illness, have a temperature exceeding 100.4 degrees, and/or a positive response to the health questionnaire. Students will be supervised by staff until such time the student is picked up.

11. Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.
12. Any potential visits by visitors, including parents, guests, contractors and vendors will be judged for necessity by administration. Phone calls, e-mail, mail, or video conferences should be used whenever possible, even if this means turning someone away at the door. Visitors deemed essential must complete the health questionnaire and submit to a temperature check prior to being admitted. A visitor that presents signs of illness, has a temperature exceeding 100.4 degrees, and/or a positive response to the health questionnaire will not be admitted.

If admitted, visitors must follow the physical distancing mandate and follow CDC and DOH guidelines for the use of acceptable face coverings. Face coverings and hand sanitizer will be available at all main entrances for visitors if required. Once the purpose of the visit has concluded, the visitor must leave the building immediately.

13. Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
14. The district will share the same written protocol presented to staff with parents using mail, email, and district-wide text notification directing parents to the location of the protocol on the district website. This protocol will be developed in collaboration with our District Superintendent in consultation with the Department of Health.
15. Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.
16. Mandatory training regarding new COVID-19 hand and respiratory hygiene protocols will be administered to all students and staff. To reinforce this training, signage will be posted throughout the facilities reminding students and staff of proper hand and respiratory hygiene.

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17. Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.
  18. Mandatory training regarding new COVID-19 protocols including maintaining a minimum physical distance of 6 feet between persons will be administered to all students and staff. To reinforce this training, signage will be posted throughout the facilities reminding all persons of proper physical distancing.
  19. Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person who is at high risk.

The Waterville Central School District is working with families that bring to our attention for their desire for their child to remain home and receive remote instruction in lieu of a hybrid model. If 100% remote instruction is chosen, the school shall ensure the student has adequate broadband access and appropriate technology to communicate and complete assignments, quizzes, and tests.

Accommodations will be provided on a case by case basis for staff members with needs as identified by the state guidance document.

20. Each school and/or district reopening plan has a written protocol requiring all employees, adult visitors, and students to wear a face covering/mask whenever social distancing cannot be maintained.

All persons must wear cloth face coverings whenever they are in hallways, restrooms, offices, other common areas, including buses and whenever social distancing cannot be maintained. To reinforce this protocol, signage will be posted throughout the facilities reminding all persons of these protocols.

21. Each school and/or district reopening plan has a plan for obtaining and maintaining adequate supplies of face coverings/masks for school staff, students who forget their masks and PPE for use by school health professionals.

A coordinated effort between departments within the district is ongoing in acquiring and stockpiling face coverings for use by students, staff, and visitors. Additional PPE for school health professionals such as N95 and/or KN95 masks, disposable gowns, eye protection, face shields and nitrile gloves has been and will continue to be acquired in the quantities recommended in the NYSED guidance document.

22. Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

If there is a confirmed lab-tested case of COVID-19 in the school, our written protocol will follow the CDC and NYSDOH recommendations by closing off all areas known to have been used by the individual, wait 24 hours if possible, then clean and disinfect those areas, and open outside windows and doors to increase air circulation. The district will assist with the DOH's contact tracing process. To facilitate their efforts, we will maintain accurate attendance records of students and staff members, ensure student schedules are current, and maintain accurate visitor logs.

23. Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

Our written protocol for a return to school for students and staff will comply with DOH and CDC guidance and will be coordinated with the Oneida County Health Department. If a person exhibits symptoms of COVID-19 and is not diagnosed with COVID-19 they can return to school once there is no fever without use of fever reducing medicines, and have felt well for at least 24 hours. A person diagnosed with another condition may return to school with a written note clearing them to return by a healthcare provider.

If a person is diagnosed with COVID-19 by a healthcare provider either by laboratory test or based on symptoms, or does not get a test but had symptoms should not attend school until:

- The Department of Health in conjunction with physicians give clearance for a return.
- Any person cleared for return to school will be coordinated with the Oneida County Health Department.

## Health Screenings

The following health screenings procedures will be implemented:

### Faculty and Staff

- Daily temperature checks at the single point of entry identified for each building (Page 21, RECOVERING, REBUILDING, AND RENEWING: THE SPIRIT OF NEW YORK'S SCHOOLS).
- All staff must utilize the single point of entry during this school year.
- Daily completion of a screening questionnaire that will include the following questions to determine whether an individual has:
  - a. knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has or had symptoms of COVID-19
  - b. tested positive for COVID-19 in the past 14 days

- c. has experienced any symptoms of COVID-19, including a temperature greater than 100.0°F in the past 14 days, and/or
- d. has 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.

### Students

- Daily temperature checks will be conducted by school personnel before boarding the school bus or the school building
- Students who need to be transported back to school will have their temperatures retaken and parents will be notified after our registered nurse assesses the student
- Periodic completion of the screening questionnaire (same questions as above).

### Visitors

- Completion of the screening questionnaire (same questions as above).
- Any adult who has a temperature above 100.0°F or answered yes to any of the above questions will not be allowed to enter the building. Any student who has a temperature above 100.0°F or answered yes to any of the above questions will be separated from all others and a parent will be contacted to pick up the child from school. According to NY State Department of Health guidance, parents should contact a healthcare provider for assessment and COVID-19 testing.

## **Hand Hygiene and Respiratory Etiquette**

- Faculty and staff will teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students. Faculty and staff will follow the same handwashing guidelines.
- Hand sanitizer, purchased per our school physician's order, that contains at least 60% alcohol, will be stationed in all communal areas and in every classroom.
- Faculty, staff and students will be encouraged to cover coughs and sneezes with a tissue and wash or sanitize hands immediately with soap and water or hand sanitizer.

## **Cloth Face Coverings**

The Waterville Central School District plan requires students and staff to wear a cloth face covering at all times, unless otherwise inadvisable. Mask breaks will be allowed.

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially

distance. All students and staff members must wear cloth face coverings:

- Whenever they are within 6 feet of someone;
- In hallways;
- In restrooms; and
- In other congregate settings, including buses.

Schools must provide acceptable face covering to employees (and students if they forget their own) and have an adequate supply in case of need for replacement per Executive Order 202.16. Schools should allow an employee to wear their own acceptable face covering but may not require they supply their own face coverings. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important. Face coverings should not be placed on:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

**Schools should instruct students, parents/guardians and staff, contractors and vendors on:**

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Information and resources to assist schools in instructing on the proper use and cleaning of face masks are on the CDC webpage on cloth face coverings.

Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms.
- Masks when not in use will be stored in paper bags on the students desk and or hooks
- Faculty, staff and students are required to wear a cloth face covering at all times, unless otherwise inadvisable.

- Face covering breaks will be provided to students as necessary.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical or mental health will not be required to wear a face covering. A note from the student's doctor will be required.
- Proper use of cloth face coverings will be taught and reinforced.
- Information will be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
- Students, faculty and staff will be encouraged to supply their own face covering, but the District will have a supply of face covering available for those who may need one.
- Students who are not medically able to wear a face covering: The district will consult with the Department of Health to develop accommodations for the school/student/staff member.

### **Cleaning and Disinfection**

- Cleaning staff will clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible.
- Desks will be cleaned between periods
- School bus drivers will practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). Buses will be cleaned and disinfected at least daily.
- The District will develop a schedule for increased, routine cleaning and disinfection. A log containing date, time and scope of cleaning and disinfection will be maintained.
- The District will ensure safe and correct use and storage of cleaning and disinfection products including storing products securely away from children. Use products that meet EPA disinfection criteria

### **Shared Objects**

District faculty and staff will:

- discourage sharing of items that are difficult to clean or disinfect.
- keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- avoid sharing electronic devices, toys, books, and other games or learning aids.





## Ventilation

- The District will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors.
- Waterville Central School District is currently working with Air Temp to improve ventilation systems as necessary. Waterville Central School District also has a certified HVAC technician on staff to assist in these efforts.

## Water Systems

- To minimize the risk of [Legionnaires' disease](#) and other diseases associated with water, the District will [take steps](#) to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.
- All drinking fountains have been equipped with bottle filling stations. Faculty, staff and students will be encouraged to bring their own refillable water bottle or their own water to minimize use and touching of water fountains.

## Modified Facilities Layouts

- Classroom seating/desks will be spaced at least 6 feet apart when feasible. We will have classes where this will not be possible. Students will still be socially distanced as much as possible to accommodate one-half of a class section. Students, faculty and staff will be **required** to wear a face covering in these classes.
- Desks/tables will face in the same direction (rather than facing each other).
- Students will have a designated seat within each classroom to be used daily.

## Physical Barriers

- Physical barriers will be installed in the following areas:
- District office reception desk
- PK-12 Office Assistant's desk
- CSE/Guidance Office Assistant's desk
- Cafeteria serving line and cashier station
- Between bathroom sinks

## **Movement within the building**

- Consistent with our current procedures, students who ride buses to school will enter the building at the elementary entrance. Students who are dropped off will enter the main entrance. Parents should not enter the building with their children.
- Physical guides, such as tape on floors or sidewalks and signs on walls, will be installed to ensure that staff and children remain at least 6 feet apart in lines and at other times while moving throughout the building
- Face coverings will be required in hallways for students, faculty and staff.
- Students exiting class will be held to emergency situations only. All teachers will maintain a log of students who leave the classroom. This log will include location and time in and out of the classroom.

## **Communal Spaces**

- Social distancing will be required in shared spaces like the faculty/staff room, library, auditorium, etc.) Signage will be posted in these areas to remind students and staff the need to social distance.

## **Recess:**

- Outdoor recreation is essential for children. Structured outdoor breaks for students with teacher supervision.
- Specific activities may include parallel structured play.

### III. Maintaining a Healthy and Safe Environment for In Person Instruction

**Waterville Central School District  
COVID-19 Reopening Safety Plan  
for  
Staff and Students Return to School**

Name of School District/BOCES: Waterville Central School District

Address: 381 Madison St., Waterville, NY 13480

District Superintendent: Dr. Kathleen Davis Superintendent

(315) 841-3900 - [kdavis@watervillecsd.org](mailto:kdavis@watervillecsd.org)

Designated Responsible Parties: Waterville Central School District Superintendent

Waterville Central School District Contact Information:

District Superintendent, Dr. Patricia N. Kilburn

(315)793-8569 – [pkilburn@oneida-boces.org](mailto:pkilburn@oneida-boces.org)

Assistant Superintendent for Administrative Services, Charles Cowen

(315)793-8559 – [ccowen@oneida-boces.org](mailto:ccowen@oneida-boces.org)

Whereas stated throughout this document employees refer to all Waterville Central School Employees and all Contract Vendor Employees that rent space within the district.

#### **SOCIAL DISTANCING and FACE COVERINGS**

##### Physical Distancing

To ensure employees, contract vendors, students and visitors comply with physical distancing requirements, the Waterville Central School District will do the following:

- Ensure 6 ft. distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than 6 ft. apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If occupied by more than one person, will keep occupancy under 50% of maximum capacity.
- Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the premises.
- Limit in-person large group gatherings (i.e. assemblies, ceremonies, concerts, Committee on Special Education Meetings, Student Support Meetings including Pupil Personnel Services, Response to Intervention, etc.) as much as possible and use tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

Common situations that may not allow for 6 ft. of distance between individuals:

- Custodial and Maintenance Work

- Transportation and bus attendant work
- Food Preparation and Distribution
- Student services such as Physical Therapy, Occupational Therapy, Speech, etc.

Measures implemented to ensure the safety of employees (including BOCES, district-contracted vendors and service providers, and any other individual on campus):

- While utilizing district transportation staff **must** wear a face covering and maintain appropriate social distancing whenever possible.
- Upon entering a district building, staff **must** wear a face covering and maintain appropriate social distancing whenever possible.
- While on school district property, staff **must** wear a face covering if appropriate social distancing is not possible.
- Staff must utilize a single point of entry for each building.
- Every employee will be assessed (including having temperatures taken) upon arriving at their building each day.
- Social distancing measures do not apply to individuals residing in the same household.
- Work spaces will be configured to allow for maximum social distancing.
- Personal protective equipment (PPE) will be available to staff, students, and visitors.
- Any time personnel are less than 6 ft. apart (utilizing transportation, outdoors, indoors) from one another, personnel must wear acceptable face coverings.
- Face coverings must be worn at all times while away from one's work area.
- Signage will be posted throughout district facilities outlining requirements for proper social distancing, face covering etiquette, and personal hygiene protocols.
- Encourage and allow time for staff and students to wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.

#### Engagement with Visitors:

- Nonessential visitors will be limited at all facilities, including Memorial Park Elementary, Waterville Jr./Sr. High School, and Transportation.
- Visitors must follow the 6-foot social distancing mandate and follow regulations for wearing protective equipment (face coverings) to limit the spread of illness while on site.
- Face coverings and hand sanitizer will be available at the single point of entry for visitors.
- All parent meetings and other meetings will be conducted as phone/virtual conferences.
- Limit use of district facilities to contract vendors.
- Avoid use of shared items at sign in.
- Discontinue the use of shared items in waiting areas.
- Provide protective barriers for reception areas.
- Eliminate reception seating areas.
- Request that visitors make appointments ahead of time.
- Screen for the necessity of the visit.
- Phone calls, e-mail, mail, or video conference should be used whenever possible, even if this means turning someone away at the door.

#### Conference Rooms

- Virtual meetings will be held to the extent possible.

- In person meetings will be limited in numbers to comply with current NYS guidance. In addition, meeting set-up will be configured to allow for a minimum of 6' for social distancing purposes.
- Meetings held in person will not include snacks or food in order to reduce the likelihood of close contact or will be individually packaged to eliminate sharing of serving utensils.
- Lingering and socializing before and after meetings is prohibited.

#### **Break Rooms and Lunch Rooms**

- Communal meals are prohibited.
- Break rooms will be supplied with hand sanitizer, soap, signage asking employees to wipe down areas before and after use.
- Congregating in kitchen areas is prohibited.

#### **Copier Rooms/Areas**

- Congregating in copier rooms is prohibited.
- Hand sanitizer, and disinfecting supplies will be provided.
- Signage asking employees to wipe down areas before and after use will be posted.

#### **Restrooms**

- Restrooms that allow for more than one occupant at a time will have signage posted to enforce social distancing and wearing of proper face covering at all times.

#### **Elevator Use**

- One person in an elevator at a time.
- Elevator use by non-custodial or building and grounds staff must be approved by the district office.

#### **Personal Protective Equipment**

To ensure employees comply with protective equipment requirements, Waterville Central School District will do the following:

- In accordance with guidelines from the Department of Health, the Waterville Central School District will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of face coverings in case of replacement.
- In accordance with the Department of Health, each employee will be provided with face coverings. The employee will be responsible for the laundering of their own personal face coverings.
- Disposable face covering will be available at each entrance for use should an employee or visitor need one.
- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- In circumstances that require additional PPE, Waterville Central School District will provide appropriate gowns, face shields, gloves and other items as recommended by the Department of Health, the NYS Education Department, or our Medical Director at no cost to the employee.

## HYGIENE, CLEANING, and DISINFECTION

### Hygiene

Proper hand and respiratory hygiene play a crucial role in containing the spread of COVID-19. Waterville Central School District will take the following steps to promote appropriate hygiene practices.

- Provide information and training on proper hand washing techniques and respiratory etiquette (including covering coughs and sneezes) to all employees and students.
- Allow time for hand washing throughout the course of the day.
- Supply and provide access to hand sanitizer throughout the campus. Hand sanitizer will contain 60% or more alcohol.
- Require staff and students to stay home if experiencing any COVID-19 symptoms.

### Cleaning and Disinfection

To ensure compliance with cleaning and disinfection requirements, Waterville Central School District will do the following:

- Adhere to cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.
- Conduct nightly cleaning and disinfection of the entire campus
- More frequent cleaning/disinfecting of restrooms, common areas and high transit areas will be scheduled.
- Disinfecting supplies will be made available to designated staff along with instructions for proper use should they desire to disinfect their work space more frequently. Cleaning supplies must be stored in a designated area that restricts students access.
- Disinfecting products will be available in common spaces (i.e. – copier rooms and break rooms) along with signage instructing staff to wipe down equipment before and after use.
- Waterville Central School District will utilize products identified as effective against COVID-19 and that are registered with the EPA.

### Common School Specific Shared Objects and Frequently Touched Areas

- Students must have their own supplies. These supplies must not be shared.
- Touching of shared objects and surfaces is discouraged.
- Efforts will be made to limit use of certain shared tools/equipment to one individual.

Examples of frequently touched areas in schools:

- Classroom desks and chairs;
- Lunchroom tables and chairs;
- Door handles and push plates;
- Handrails;
- Kitchen and bathroom faucets;
- Light switches;
- Handles on equipment (e.g., athletic equipment);
- Buttons on vending machines and elevators;

- Shared telephones;
- Shared desktops;
- Shared computer keyboards and mice; and
- Bus seats and handrails.

Frequently touched surfaces and objects will be cleaned and disinfected several times a day to further reduce the risk of germs on surfaces and objects.

Note: Individualized Chromebooks will not be shared.

#### Break rooms and Lunch Rooms

- Water coolers
- Coffee makers
- Shared Small Kitchen Appliances
- Refrigerator Handles
- Vending Machines
- Provide and require cleaning and disinfectants to wipe down after each use

#### Copier Rooms/Areas

- Provide and require cleaning and disinfectants to wipe down after each use

#### Restrooms

- Place signs requiring employees to wash hands before and after using the restroom.
- Provide paper towels in restrooms
- Open top trash can should be provided
- Restrooms will be cleaned and disinfected at least one time during the school day and again each night.

#### Exposed Areas

- Should a confirmed case of COVID-19 occur on the Waterville Central School District campus the following steps will be taken:
  - Separate and isolate the confirmed case from others that are on campus.
  - Relocate all individuals from the classroom or office space where the confirmed case was located.
  - Close off areas used by the confirmed case and post signage to classroom/office space/common areas to keep others from entering.
  - Designated staff will notify the local Department of Health of the confirmed case and work closely with them to determine what other steps will be necessary.
  - Cleaning and disinfecting of the space should be delayed for at least 24 hours, longer if possible.
  - Complete cleaning and disinfecting of all potential exposure areas.

#### COMMUNICATION

To ensure the Waterville and its employees comply with communication requirements, the Waterville Central School District will do the following:

- Post signage throughout its facilities to encourage and remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Establish a communication plan for employees, visitors, students and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
  - Website
  - Email
  - Social media
  - Print copy mailings
  - Voice and/or video messaging
  - Traditional media outlets
- Training will be provided to all students and employees to follow new COVID-19 protocols including but not limited to, hand hygiene, respiratory hygiene, proper face cover wearing and social distancing.

## SCREENING and TRACKING

### SCREENING

To comply with Department of Health requirements, procedures will be implemented to ensure the daily screening, including temperature checks, of all employees, students and visitors to the Waterville Central School District campus and facilities. Procedures for each group are described below.

### EMPLOYEES

A paper or digital format will be utilized to screen employees prior to entering the building. Waterville Central School District will design and implement screening procedures in an effort to minimize staff congregating when arriving at work and to prevent employees who may be experiencing symptoms from entering the workplace. The paper or digital submission will require employees to answer the following questions:

1. 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 had symptoms of COVID-19?
2. Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
3. Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0° F in the past 14 days?
4. Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the past 14 days?
5. Employees will also be asked to take their own temperature at home and answer the question: Is your temperature greater than 100.0° F.
6. Any employee who responds affirmatively to any of the 5 questions will be required to stay home and contact their supervisor to notify them of the reason. Return to work will be in accordance with *Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure* issued by the NYS Department of Health.



Employees who are unable to complete the digital survey will be required to go directly to designated locations upon arriving at work to have their temperature checked and answer the screening questions.

- Designated Locations
  - Jr/Sr- Main Entrance Door #1
  - MPS- Main Entrance Door #1
  - Bus Garage- Door #1

Any employee who responds affirmatively to any of the 5 questions while at work will be required to leave work immediately. The employee shall notify their supervisor as soon as possible. Return to work will be in accordance with *Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure* issued by the NYS Department of Health.

## VISITORS

In an effort to minimize the number of non-employee adults on the campus, Waterville Central School District will limit visitors to its facilities to the extent possible. Individuals will be encouraged to consider the reason for their visit and when possible conduct their business via email, telephone, video or other remote means. When visitors do enter Waterville Central School District facilities they will be required to have their temperature checked and answer the screening questions asked of employees.

Visitors to each building will be screened by the following individuals at the entrance indicated.

- Designated Locations
  - Jr/Sr- Main Entrance Door #1
  - MPS- Main Entrance Door #1
  - Bus Garage- Door #1

Visitors who answer any of the screening questions affirmatively or whose temperature is greater than 100.0° F will not be allowed to enter the campus beyond the screening checkpoint.

## STUDENTS

- Student temperatures will be taken each day by school personnel as part of the screening upon entering the bus and documented with a pass/fail
- The driver will notify base if a student has a temperature and the base contacts the parents to come outside and get the child
- If contact cannot be made then the child will be seated in the front seat to the right of the driver with a mask on and brought back to the school to be assessed by the school nurse and parent contact made.
- Students will be assigned seats and maintain seating until they are released individually by the bus driver.
- The nurse will assess the student upon arrival
- Third seat initial seating will be maintained so a quarantine area on the bus can be maintained

- Drivers will document a pass/fail on temperatures
- A screening questionnaire will be completed by/for students based on grade and ability. For grades Pre-Kindergarten through 3, the screening will be completed by the student's classroom teacher. For grades 4 through 12, the screening will be completed electronically by the student.

## TRACKING

If a worker tests positive for COVID-19, the Waterville designated employee(s) must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

- Workers that test positive shall report such information to their direct supervisor.
- The direct supervisor shall report this information to Superintendent or her/his designee
- This information shall then be reported to the District Superintendent or her/his designee will communicate such information to the Oneida County Department of Health.

### **Oneida County Health Department Contact Information**

**NAME:** Phyllis Ellis

**PHONE:** 315-798-5220 or 315-798-5431 or 315-731-3483

**EMAIL:** [pellis@ocgov.net](mailto:pellis@ocgov.net)

- Steps to take when an employee calls in sick
- Ask the employee, "Are you experiencing COVID-19 like symptoms?"
- If experiencing symptoms only, direct the employee to stay home. We cannot divulge this to other employees.
- They will be asked to contact their health care provider
- Ask if they intend to be tested for COVID-19 based on the symptoms they have. Seeking a diagnosis is necessary to be eligible for emergency sick leave benefits.
- If an employee calls in and states that they have tested positive for the COVID-19 virus the following steps should be taken:
  - Ask if they will be contacting the county Department of Health.
  - Ask them if they give permission for us to contact the county Department of Health.
  - If they object, note it, but still contact the county Department of Health.

## Disinfection of Contaminated Areas.

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the Waterville Central School District will do the following:

- Have a plan for cleaning, disinfection, and contact tracing in the event of a positive case.
- In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick: <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

- Close off areas used by the person who is sick.
- School districts do not necessarily need to close operations, if they can close off affected areas.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
- Once an area has been appropriately disinfected, it can be opened for use.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.
- If more than 10 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

## EDUCATION and TRAINING

Educational material such as signage and videos will be utilized at Waterville Central School District. Videos made available by the Safe Schools service provided by Utica National Insurance Group and others created by the Waterville Central School District Safety Office will be presented to staff and students. Specific areas of training to be addressed will include:

<https://waterville-ny.safeschools.com/login>

- General COVID-19 Awareness
- Proper Hand and Respiratory Hygiene
- Proper Wear and Care of Face Coverings
- Operating Procedures and PPE Awareness
- Proper COVID-19 Social Etiquette
- N-95 Respiratory Protection Training
- COVID-19 Proper Cleaning Awareness
- Exposure Control Training
- Identification of symptoms of covid

*Note: SAFE Schools and Utica National will support all training needs*

### III. Child Nutrition Plan

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#### In Person Learning (Half Day)

##### BREAKFAST

- K-6 AM group breakfast will be provided in the classroom
- 7-12 students walk through the serving line before 1st period to pick up their grab and go breakfast meal to bring it back to the classroom.
- Online prepayments (myschoolbucks) preferred to reduce interaction between students and staff.

##### LUNCH

- The K-6 AM group will be provided a lunch to take home and will be provided as they get off the bus.
- The K-6 PM group will be provided a lunch in the classroom
- 7-12 students walk through the serving line before 1st period to pick up their grab and go breakfast meal to bring it back to the classroom.
- Students place their lunch order as soon as possible in the day.
  - Google Forms or a paper form will work.
- Students come through serving line as cohorts, line is wiped down between classes
- Students can eat in the classroom
- Options will include 5 daily item choices; 1. a hot packaged item i.e. a burger wrapped in foil, or chilli in a cup with lid, 2. deli sandwich, 3. salad, 4. party plate.
  - Special attention and accommodations made for nut free classes
- Students will indicate to server what side items are desired- no self service
- Students self report last name or pin number to cashier
- Limited a la carte items possibly available
- If not universally free, prepayments required, online prepayments (myschoolbucks) preferred

##### Elementary Lunch, Limited Menu, 3-4 choices, meals distributed by classroom/cohort

- Students place their lunch order as soon as possible in the day.
  - Google Forms or a paper form will work.
- A school staff member will pick up meals from the cafeteria to bring to the classroom
- Options will include cold sandwiches, salads, party plates
  - Special attention and accommodations made for nut free classes
- Meals are entered onto student account by the cafeteria based on ordered food
- A la carte items not available
- If not universally free, prepayments required, online prepayments (myschoolbucks) preferred

#### In Person (everyday/half day) or Hybrid Model (Each cohort is full day for two consecutive days), High School Lunch: Modified menu

- In an all day scenario, students will eat lunch in their classrooms.

- AM students will receive lunch as they exit the school bus.
- Explore pre-ordering options- especially helpful if students are coming through line in predetermined cohorts at predetermined times
- Students walk through the lunch line socially distanced
- Students eat socially distanced in the cafeteria, gym, or return to their classrooms
- Options will include daily item choices; 1. One or two hot packaged items i.e. a burger wrapped in foil, or chilli in a cup with lid, 2. Assorted deli sandwiches and wraps, 3. PBJ, 4. Salad
- A la carte items available
- If not universally free, prepayments required, online prepayments (myschoolbucks) preferred

#### **Hybrid- Meals for Remote Learning- Grab and Go:**

- Students will sign-up/pre-order and pick up meals for days they will not be in school on their way out of the building.
- 1 or 2 choices- ready to eat or ready to heat
- If not universally free, prepayments required, online prepayments (myschoolbucks) preferred

#### **Fully Virtual- Meals for Remote Learning- Grab and Go:**

- Grab and Go breakfast and lunches available in same/similar ways as spring and summer 2020
- 1 or 2 choices- ready to eat or ready to heat
- Distribution to homes via bus routes and/or pick up locations
- If not universally free, prepayments required, online prepayments (myschoolbucks) preferred

#### **Benefits of continuing to use the cafeteria service line:**

- Temperature/Food Safety
  - Food Service staff has the equipment, training, and protocols in place to maintain safe food temperatures
  - Additional equipment/supplies would be need to ensure temperature compliance when meals are transported
- Commodity Foods utilization
  - Commodity foods were ordered in February and cannot be changed at this point. The food is arriving at the warehouse regardless so should be used. Failure to use commodity foods will result in higher overall food costs.
- It is acceptable in NYSED Guidelines
- Point of Sale
  - We already have the software and cash registers to quickly move kids through the line. Every other scenario requires some other plan to handle cash, checks, and accounts.
- Transportation supplies and equipment will incur costs
- Offer vs serve
  - Students are more likely to actually eat the food on their tray if they choose it.
- Packaging

- While every scenario produces extra trash and plastic waste, the need to prepackage existing items and prioritise purchase of pre-packaged foods to accommodate transport will increase food and plastic/paper costs as well as food and plastic/paper waste.

### **Additional Considerations:**

#### **National School Lunch Program (NSLP) VS Summer Food Service Program (SFSP)**

- We have been operating SFSP since March 13 under several waivers that allow our emergency feeding: non-congregate meals, parent pick up, universal free meals, etc.
- We do not know yet if the waivers that currently allow all children 18 and younger to eat for free will continue into the next school year. This is a critical piece of information that will have consequences for every aspect of school meal service

#### **Sanitation between cohorts:**

- Food Service staff and district staff will assist with cafeteria sanitization between cohorts
- Food Service staff will follow district guidelines for sanitization in the serving lines using the schools approved and purchased sanitation chemicals
- Food Service staff will sanitize kitchen

Cafeteria staff will ideally be allowed into the kitchen on “off days” if/when all students are not at school. Example: If students are in the building Monday and Tuesday, off Wednesday, and back on Thursday and Friday, then cafeteria staff would ideally be allowed in on Wednesday to prepare to-go items for the upcoming week.

### **Guidelines for:**

#### **Food Line:**

- 6’ distance between students, marked with tape on floor
- Individual wrapped plastic ware & straws
- Portion control condiments packets
- Students use wall mounted hand sanitizer before entering kitchen & before using

#### **Register Keypad:**

- Sanitized wipes will be provided with every meal served so students can clean hands before and after eating
- Only complete meals served on trays (student grab and go)
- Limit to 1 or 2 choice @ breakfast & 2 or 3 @ lunch

#### **Cafeteria:**

- Use extra desktop chairs from classrooms to support social distancing for lunch
- Use folded long tables as barriers between desks
- Provide reminders about the importance of not sharing food or drinks
- Review cleaning protocols for cafeteria furniture, meals preparation and service areas, point-of-sale transactions and dishes/utensils and update accordingly
- Ensure that cafeteria tables are thoroughly cleaned between meal periods
- P/K thru 3rd GRADE

- Students eat in their classrooms
- Orders will be taken in morning
- Limit to 1 choice for breakfast & 2 choices for lunch
- Individual wrapped plastic ware, straws & paper plates
- Portion control condiments packets
- Sanitized wipes will be provided with every meal served so students can clean hands before and after eating
- All hot foods served in styrofoam food containers & cold foods served in paper bags
- Provide reminders about the importance of not sharing food or drinks
- Review cleaning protocols for furniture, meals preparation and service areas, point-of-sale transactions and dishes/utensils and update accordingly
- Ensure that lunch tables are thoroughly cleaned between meal periods
- Other possibilities
  - All students eat in classrooms
  - Only students getting school lunch go to cafeteria, students who bring lunch from home eat in classroom

## IV. Transportation

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### Considerations

- Good hygiene practices will be included in driver instruction and bus expectations.
- Hygiene signs will be posted on buses.
- Food will not be allowed on buses.
- Buses will be equipped with signs to create distance between children (e.g., seat children one child per row, skip rows) .
- Family members will be seated together.
- Bus drivers will disinfect buses on a daily basis.
- Students will load the bus from rear seats to front seats and unload front seats to rear seats.
- Buses will be operated with windows open, where possible.
- Drivers and students **must** wear masks while on school buses. Face coverings will be provided to students before they load the bus if they do not have one.

### Transportation Schedules:

#### Option A: In-person learning (five half days a week)

- Most students attend in-person. Some students (like those with preexisting health concerns) may participate remotely or through distance-learning as needed.
- Students A-K will attend in the AM from
- Students L-Z will attend in the PM from
- Remote learning will continue in the AM students in the PM through google assignments, projects, and other planned instructional activities.
- Remote learning will continue in the PM students in the AM through google assignments, projects, and other planned instructional activities
  - Half-day rotation of students:
    - Student “Purple Team” attends school in the morning
    - Student “Gold Team” attends school in the afternoon

#### Option B: Remote i-Learning (five days a week)

- Transportation not required.

#### Option C: Hybrid Plan

- Jr./Sr. High: In-Person instruction is delivered two days a week and through I-learning three days a week
  - “Purple Team” attends school Monday and Tuesday
  - “Gold Team” attends school Thursday and Friday
- Memorial Park Elementary: In-Person instruction is delivered four days a week and through Remote i-Learning one day a week.



- “Purple Team” attends mornings Monday, Tuesday, Thursday, and Friday
- “Gold Team” attends afternoons Monday, Tuesday, Thursday, and Friday

#### Transportation Schedule

	Arrival	School Starts	School Ends	Bus Departs	BOCES
<b>Jr./Sr. High AM</b>	7:30	7:45	10:17	10:20	AM Departure 8:00 AM Return 11:20
<b>Jr./Sr. High PM</b>	11:40	11:55	2:27	2:30	PM Departure 11:05 PM Return 2:25
<b>MPS AM</b>	8:45	9:00	11:30	11:40	
<b>MPS PM</b>	1:15	1:30	4:00	4:10	

#### Number of Transported Students

Building	Student Population	Estimated Student count
Jr/Sr	Purple	165
MPS	Purple	200
Jr/Sr	Gold	165
MPS	Gold	200

#### Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19

The District will:

- Offer options for staff at [higher risk for severe illness](#) (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., remote work, modified job responsibilities that limit exposure risk).
- Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., remote or distance learning opportunities).
- Faculty, staff or students who are unable to work at school because of an underlying health condition must be “at increased risk” according to CDC guidance and will be required to provide the District with a letter from their doctor indicating such.

### **Gatherings, Visitors, and Field Trips**

- When possible, faculty and staff should pursue virtual group events, gatherings, or meetings and promote social distancing of at least 6 feet between people if events are held. Group sizes will be limited to the extent possible.
- Visitors to campus will be limited to those considered essential. All visitors will be expected to sign in and out and list the specific locations to be visited. All visitors will be asked to complete the MWCS health screening questionnaire before entering the building.
- Teachers should pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, etc.
- The District will await guidance from the NYSPHSAA with regard to interscholastic sports.

### **Preparing for When Someone Gets Sick**

- Staff and Families of Sick Students will be advised of the [Home Isolation Criteria](#)
  - Sick staff members or students should not return until they have met CDC’s [criteria to discontinue home isolation](#).
- Isolate and Transport Those Who are Sick
  - The District will make sure that faculty, staff and families know that they (faculty/staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (faculty/staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
  - Faculty, staff and [students](#) with COVID-19 symptoms (such as fever, cough, or shortness of breath) will immediately be isolated from others on campus. Individuals who are sick will be sent home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
- Clean and Disinfect
  - Areas used by a sick person will be closed off and not used until after [cleaning and disinfecting](#)
- If possible, cleaning staff will wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, staff will wait as long as possible.
- Notify Health Officials and Close Contacts
  - In accordance with state and local laws and regulations, school administrators will notify the New York State and Madison County Department of Health, faculty, staff and families immediately of any case of COVID-19 while maintaining confidentiality

- The District will inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

## Potential School Closure

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The District will close school if required because the regional infection rate increases to at least 9%. In addition, if the District has positive COVID-19 cases of students, faculty or staff, we will consult with the Oneida County Department of Health and the school physician to determine if a closure is warranted and how it should be conducted. If a school closure becomes necessary, students, faculty and staff will transition to remote/distance learning.

## NYSED Regulations and Law

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All provisions described are subject to change based upon revisions to NYSED regulations, NY State Department of Health Guidance, and/or changes to New York State Law.

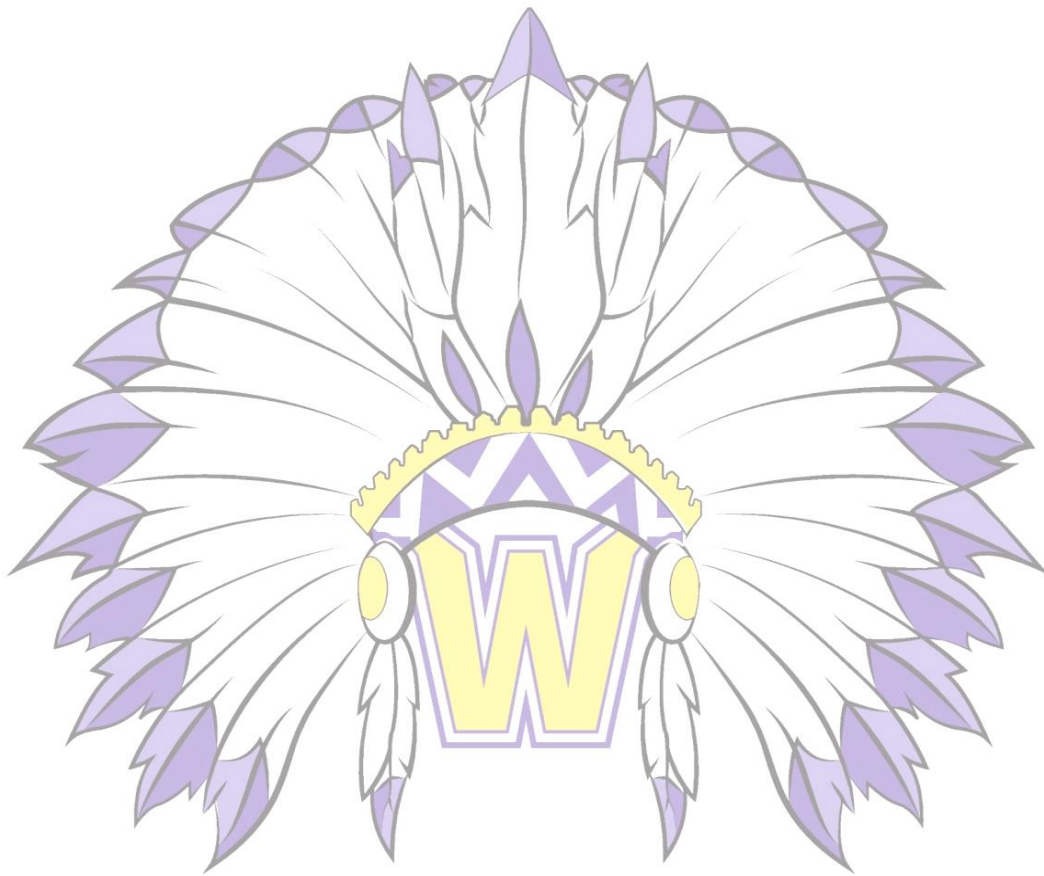


Waterville Central School District

REOPENING PLAN REVIEW  
&  
UPDATES

***Waterville Central School District***

# Junior Senior High School (Grades 7-12) Instructional Guidelines for In-Person, Hybrid, and Remote i-Learning Models



September 2020

## Waterville Jr./Sr. High School



September 2020

Waterville Central School District

Jr./Sr. High School (Grades 7-12)

Instructional Guidelines for

In-Person, Hybrid, and Remote i-Learning Models

### Table of Contents

Introduction	4
Instructional Roles	6
Instructional Guidelines	8
Synchronous and Asynchronous Learning	8
In Person Model	9
Hybrid Model	9
Remote i-Learning Model	9
Special Education Services	10
Lesson/Class Guidelines	12
Grading, Assessment and Feedback	12
Attendance	14
Record Keeping	14
Parent Communication	14
End of Year Assessments	15
Technology	
Education Law 2-d/Protecting PII	16
Family Education Rights and Privacy Act (FERPA)	16
Websites, Links, Virtual Field trips, etc.	17
Student Email	17
Consistent learning platforms	17
Online boundaries	17
Online presentation for instruction	17
Miscellaneous	18
Teachers and Staff	18
Remote Professional Development	18

## Introduction

Our vision for the In-Person, Remote i-Learning and Hybrid models is rooted in providing the richest, most engaging instructional experience possible for students while acknowledging the challenges of learning during this difficult time. The tenets that have guided our approach:

- Consistency in approach, access, and communication
- Respect for student and parent time and the logistical challenges caused by the current situation

### Overviews

#### **In-Person Model**

With the **In-Person** model, students will attend school 5 days a week. Students will be separated into a Purple Team and a Gold Team.

The Purple Team will attend the morning session In-Person from 7:45-10:17 for five days a week while attending live online sessions from home during the afternoon sessions from 11:55-2:27 for five days a week.

The Gold Team will attend the afternoon session In-Person from 11:55-2:27 for five days a week while attending live online sessions from home during the morning sessions from 7:45-10:17 for five days a week.

#### **Hybrid Model**

With the **Hybrid Model**, students will attend In-Person class sessions two days a week and attend live online sessions three days a week. Students will be separated into a Purple Team and a Gold Team.

The Purple Team will attend school In-Person from 7:45-2:27 on Mondays and Tuesdays while attending live online sessions from home on Wednesday, Thursday, and Friday from 7:45-2:27.

The Gold Team will attend school In-Person on Thursdays and Fridays while attending live online sessions from home on Monday, Tuesday, and Wednesday from 7:45-2:27.

With the Hybrid Model, students with disabilities and ELL students will attend school In-Person on Wednesdays to receive additional support and in-person instruction. These students will still be assigned to either the Purple Team or the Gold Team.

#### **Remote i-Learning Model**

The **Remote i-Learning Model** involves all instructional activities occurring outside of school; instruction/materials may be delivered on-line and/or paper-based. With the Remote i-Learning Model, students will work online from home five days a week.

When working online from home with the In-Person, Hybrid, or Remote i-Learning Models, students are required to log on to Google Meet sessions, have their attendance taken, participate in class activities, and complete all additional assignments and homework.

This document provides guidelines in order to give structure and order to this process and these models. We understand that everyone will need to adapt and learn as we move forward.

### **Considerations**

Since home will be an extension of the classroom, it is critical that we provide flexibility. Online instruction must work in a multitude of family and home contexts. We must ensure that remote learning accounts for:

- Students who are home alone while adults are working
- Students who are caretakers for siblings or ill family members
- Students who work to help support their family
- Students who speak a language other than English and have language needs and limitations with home support
- Students who have special education needs
- Students who are struggling with mental and emotional needs

With each of these models, students will follow schedules outlined in the In-Person, Hybrid, and Remote i-Learning Instructional Guidelines. These guidelines were developed to create reasonable and appropriate time commitments for our students and teachers.

These models represent challenges to all members of our school community. We ask you to take care of yourselves and your own families during this time and that you lean on each other and us for support. Each one of us has a unique situation; we trust you to work with your students and support them in the best way you can. As circumstances change with this situation, and as we learn more, we will make adjustments and communicate and grow with you.

## Instructional Roles

**Administrators:** The building principal and assistant principal will be engaged in supporting teachers, students, and families. They will be available in-person, via telephone, email and Google Meet as an initial contact point to respond to concerns and questions. They are also responsible for building-wide communication to families. Each administrator will support teachers, through offering feedback on their Google Classroom, scheduling and facilitating building-level meetings, coordinating building staff, completing school-related tasks and responding and interacting with parents. Administrators will also maintain a parent contact log as well as continue work on special projects. Building-level administrators are also working on planning for next year. District-level administrators are coordinating larger systems and procedures, and working closely with building principals.

**AIS/Labs/Learning Centers-** Teachers and assistants will set up Google Classrooms and provide services in accordance with each student's goals as identified through testing data as well as student classroom performance. **Google should still be used for reporting and keeping records.**

**Content Teachers:** Content teachers will set up a Google Classroom for each section and provide a weekly outline to students on Sunday evening. Content teachers will meet with students via Google Meet. Work should be provided to students via Google Classroom or hard copy. Additionally, all work should be provided to students with disabilities pursuant to the modifications contained in their IEPs.

### **Example of Weekly Outline:**

Mr. Smith's Fake Period 1 Class: Week of September 1-4

**Monday:** In-Person Class Session for Purple Team, Gold Team Online

**Tuesday:** In-Person Class Session for Purple Team, Gold Team Online

**Wednesday:** Everyone Online from 8:00-8:43

**Thursday:** In-Person Class Session for Gold Team, Purple Team Online

**Friday:** In-Person Class Session for Gold Team, Purple Team Online

Tasks for the Week:

**Monday:** Introduction to Lesson 3.2

**Tuesday:** Practice Skill

**Wednesday:** Online Worksheet

**Thursday:** Review

**Friday:** Quiz

Questions/concerns as you progress through your work? Please email me at [jsmith@watervillecsd.org](mailto:jsmith@watervillecsd.org).

**Counselors:** Counselors will be available to students and staff and update the guidance website. It is important for counselors to work with all teachers to identify students who may need additional support during this time. The counselors will also continue to work on guidance tasks such as college preparation, scheduling, four-year planning, tracking progress toward graduation, etc. Secondary counselors will create a Google site accessible for continued services. Counselors will also set up a Google Classroom to maintain individual contact with students. Counselors should seek out innovative methods (webinars, videos) to support parents as they work to guide and support their children through these difficult circumstances.

**ENL Staff:** ENL staff will be invited in as co-teachers for the classrooms in which they support students. ENL staff will connect with their students daily and should be setting up weekly Google Meets with their students. ENL teachers will work in the Google Classroom environment to schedule pull out times and instruction with their students.

**Library Media Specialists:** Library Media Specialists (LMS) play a critical part in a student's day-to-day learning. Library Media Specialists will assist teachers with compiling resources and with lesson design. Library Media Specialists will share digital resources with students and provide instructional support for teachers. Library Media Specialists will update their website to offer instructional and parent resources.

**Nurses:** Nurses will continue to be a resource for families needing guidance on medical services outside the school. Our nurses will collaborate on nursing-related professional development. Nurses will connect with students who were on their patient list and assist those student patients with any medical needs. Nurses will continuously update their website to provide resources to educate and inform students, families and community members.

**Secretaries:** Secretaries will be available to help distribute mail, check school-based email, and make copies of materials only for students who don't have Internet access. These will be mailed out on Friday morning each week. Secretaries will also be available to assist the administration.

**Special Education:** Special education teachers will create their own Google Classroom per class and should be invited in as co-teachers for the classrooms in which they support students.

**Special Area Teachers:** Special area teachers will create their own Google Classroom per section.

**Teaching Assistants and Aides:** Teaching assistants and aides will receive information from administration regarding their specific role.

## Instructional Guidelines

### Synchronous and Asynchronous Learning

Waterville Central School District's Learning Models may incorporate a combination of synchronous and asynchronous learning.

**Synchronous learning** happens in real-time whether students are in school with their teacher or online utilizing the district-approved platforms in the Google Suite: Google Classroom, Google Meet, Google Slides. Synchronous learning is advantageous because it is engaging, dynamic and personal.

**Asynchronous learning** is more flexible for students, and provides opportunities for self-pacing.

Asynchronous assignments may include video content, self-guided lesson modules, virtual libraries, posted lecture notes, exchanges in discussion boards, or other teacher-developed materials.

With all models, our teachers will ***post a weekly outline/agenda*** for all courses to students in Google Classroom every Sunday evening by 8:00 p.m. to keep students organized. The outline will list all of the assignments that students will be required to complete for the week.

#### Example of Weekly Outline:

Mr. Smith's Fake Period 1 Class: Week of September 1-4

**Monday:** In-Person Class Session for Purple Team, Gold Team Online

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Tasks for the Week:

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**Thursday:** Review

**Friday:** Quiz

Questions/concerns as you progress through your work? Please email me at [jsmith@watervillecsd.org](mailto:jsmith@watervillecsd.org).

Any paper copies that need to be mailed to students' homes should be emailed to the building secretary no later than 11 a.m. on Thursday so the materials can be copied and prepared for mail. These copies are for students who don't have Internet access.

Students should be spending no more than 30 minutes on homework for each subject per day.

Parents of students who are unable to attend should contact the attendance office by calling (315) 841-3800.

### **In-Person Model**

With the **In-Person** model, students will attend school 5 days a week. Students will be separated into a Purple Team and a Gold Team.

The Purple Team will attend the morning session In-Person from 7:45-10:17 for five days a week while attending live online sessions from home during the afternoon sessions from 11:55-2:27 for five days a week.

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The Gold Team will attend school In-Person on Thursdays and Fridays while attending live online sessions from home on Monday, Tuesday, and Wednesday from 7:45-2:27.

With the Hybrid Model, students with disabilities and ELL students will attend school In-Person on Wednesdays to receive additional support and in-person instruction. These students will still be assigned to either the Purple Team or the Gold Team.

### **In-Person and Hybrid Schedules**

Times	A Day (O/E)	B Day (O/E)	C Day (O/E)	D Day (O/E)
7:45-10:17	1 & 3	7 & 9	6 & 8	2 & 4
11:55-2:27	6 & 8	2 & 4	1 & 3	7 & 9

### **Remote i-Learning Model**

The **Remote i-Learning Model** involves all instructional activities occurring outside of school; instruction/materials may be delivered on-line and/or paper-based. With the Remote i-Learning Model, students will work online from home five days a week.

With Remote i-Learning, classes will take place Monday through Friday following a modified block schedule. When learning from home via Remote i-Learning, students are required to log on to Google Meet sessions, have their attendance taken, participate in class activities, and complete all additional assignments and homework. A significant portion of a student's grade will be determined based on attendance and participation in scheduled Google Meets.

### **Remote i-Learning Schedule**

	A Day (O/E)	B Day (O/E)	C Day (O/E)	D Day (O/E)
<b>Morning 8:00-10:57</b>	Period 1 & Period 3	Period 7 & Period 9	Period 6 & Period 8	Period 2 & Period 4
Lunch				
<b>Afternoon 11:48-2:45</b>	Period 6 & Period 8	Period 2 & Period 4	Period 1 & Period 3	Period 7 & Period 9

Additionally, teachers will all be available for office hours vis Google Meet by appointment Monday - Friday from 7:50 p.m. to 3:00 p.m.

### Google Meet Sessions

Staff should be the first participant logged into scheduled Google Meet Sessions and the last participant to log out of scheduled Google Meet sessions. If you “nickname” your Google Meet then you can use it repeatedly. *All Google Meet sessions should be recorded and stored by the teacher.*

### Special Education Services

As a district, we must ensure that students with disabilities have equal access to those same opportunities as all other students. We will provide special education supports and services as outlined in students’ Individualized Education Programs (IEPs)

Here's what this means for us, and how we will meet these requirements:

- All teachers will follow IEPs for students that are enrolled in your courses.
- Special education teachers and related services providers will provide services virtually or telephonically to all of their students for all special education and related services identified in the student’s IEP.
- Provide continuing learning experiences using remote/online tools to support students in their coursework and allow students to work on IEP (and transition for HS) goals.
- Think about the work you are asking students to do and the barriers a disability creates in ensuring their ability to access and benefit from that work. Use materials and supports to remove those barriers. For example, if written directions are provided and a student reads at a 3rd grade level, level the directions or provide an audio version of them; if watching a video, provide an organizer/note-taking support (i.e. guided notes).
- Teletherapy and online instruction through Google Meet, and/or phone (i.e. using Google Voice, for example).
- IEP services will continue to be provided with an emphasis on on-going progress toward attainment of IEP goals and supporting students through the provision of appropriate modifications and accommodations.



- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest profiles to inform lessons and activities.
- Provide alternative options for participating in virtual class discussions.
- Create video modeling of how you expect something to be done-
- Use and remind students of the built-in accessibility features in learning management systems, albeit on an individualized basis according to student need, for example:
  - Use heading styles that allow screen reading software to navigate from section to section.
  - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
  - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
- Provide transcripts of any pre-recorded audio or video used with students. Use closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors.
- Examples of “Hands-On” Options for i-Learning
  - Use non-digital resources of work. (where possible, coordinate this effort with the case manager and/or assistance of teacher aides.)
  - Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, ratios, chores, cleaning, hygiene, etc.
  - Have students track activities with photos or videos and submit to teachers.
  - Encourage journaling.
  - Utilize virtual museum tours and video demonstrations
- Students who receive daily resource room should receive daily lessons and support focused on his/her goals and progress in the general education curriculum
- Ensure materials and assignments are accessible to students and follow accommodations and modifications on students’ IEPs, which includes testing accommodations, to the greatest extent possible and practicable
- Document all contacts to parents for special education services while implementing i-Learning.
- All teachers and providers must log any and all sessions of direct instruction (including IEP goals worked on), modifications to general education instruction made per student, and related services. Please retain copies of the Special Education Medicaid reimbursement session notes.
- Special Education and related service providers will use the same Remote i-Learning platform as the teachers in their buildings/grade levels.
- When conducting teletherapy or other instruction in groups via video or phone, we must not identify or discuss a student’s disability during a session.

- If a parent does not want their child to participate in Special Education or related services via teletherapy/video/phone, they must submit that refusal in writing to the CSE Office.
- CSE Meetings will proceed utilizing Google Meet or telephone.

## Lesson/Class Guidelines

When learning from home, students are required to log on to Google Meet sessions, ***have their attendance taken***, participate in class activities, and complete all additional assignments and homework. A significant portion of a student's grade will be determined based on attendance and participation in scheduled Google Meets.

A predictable daily format will help students navigate this new way of learning. **Students should be spending no more than 30 minutes on homework for each subject area per day.** Google assignments, projects, and quizzes will be scheduled online with flexibility for students to complete throughout the week. Teachers will assist individual learners daily.

Consider these important components when designing lessons:

- **Purpose:** The objective of the lesson
- **Agenda:** Map of expectations for lesson
- **Instruction:** Clear and specific guidelines for students to follow
- **Engagement:** Ways for students to actively participate (practice, discussion, reflection, application, connection)
- **Assessment/Feedback:** Opportunities to check in on student learning

Teacher lesson plans should include and note modifications for students with special needs. Teachers should maintain these plans as a record of the modified assignments in accordance with student Individualized Educational Programs or 504 Plans.

## Grading, Assessment and Feedback

When we can meet face-to-face, traditional assessments are effective; however, with Remote i-Learning and Hybrid models, we need to lean on evidence of the students' understanding which may be submitted in a variety of modes. Now is the time to move away from traditional testing and into more open responses, project-based learning, etc.

- Skill development should be the focus - keep it simple!
- Staff must understand that students do not have a teacher by their side and may not have the home support to navigate through the online learning process.
- MVCC and TCCC courses will adhere to college guidance documents

## Course Grading:

### Participation (M-F) (40%)

(ie: Logging in daily, attending Google Meet Sessions, responding daily to teachers and peers, interacting verbally with activities and answering questions). **Teachers will modify participation expectations in collaboration with administration based on specific student/family needs and circumstances.**

### Assignments Posted in Google Classroom (20%)

*(ie: watching a video and responding to questions in written format through feeds/threads initiated by the teacher, reviewing/responding articles posted, response to a teacher prompted concept, journaling, responding to other student comments, completing a lab, or writing an essay)*

#### Project based learning (20%)

(ie: weekly project over several days, extended lab experiences, performance based)

#### Quizzes and tests (20%)

(ie: observations, rubrics, multiple choice, short answer, comprehension questions, extended writing, performance based longer pieces in terms of music)

#### **Additional Information:**

- No grades under 50% per marking period for full-year courses.
- No grades under 50% per marking period for half-year courses.

#### **Students Not Attending**

Students who are not attending at all require:

- a minimum of 3 contact attempts to the student and parent by the teacher
- a PPS referral by the teacher(s), submitted to the guidance secretary; at that point a meeting will be held with results that may include a call to Child Protective Services for educational neglect, a referral to the Intervention Response Team, or a Pupils In Need of Supervision Petition.

#### Final Average Calculation:

##### **Full year courses:**

$(MP1 + MP2 + MP3 + MP4 + \text{Regents/Final Assignment/Special Project Grade}) / 5 = \text{Final Average}$

##### **Half-year course:**

$(MP1 + MP2 + \text{Final Assignment/Special Project Grade}) / 3 = \text{Final Average}$

#### **Additional Information:**

- A Special Project may be substituted for a Final Assignment
- MVCC and TCCC courses will follow all college guidelines

#### Special Project:

Students may also opt to complete a special project that is interdisciplinary in nature. For a student that has completed a Special Project, the assigned for the Special Project will replace the Final Assignment grade for the purposes of final average/GPA calculations.

#### **Additional Information**

1. A special project is optional.
2. Collaborate as a department and consider a common project that has far-reaching results or develop the project independently. This is a teacher decision.
3. The project is to assist students who did not do well MP1, MP2, MP3 and MP 4.

This will allow them an option to improve their final grade. It is also for students who are looking to boost their final average.

4. The project should be assigned by May 1st with a completion deadline by the end of MP 4.
5. Faculty should build in at least 3 checkpoints for students to meet along the way.
6. Students should work on the project independently utilizing guidelines and rubric developed with or provided by the faculty.
7. THINK FUN: this is an opportunity to engage students!
8. Teachers should submit the special project template to their principal. The principal should place the project template in the common folder for administrative review.

## Attendance

A significant portion of a student's grade will be determined based on attendance and participation in scheduled Google Meets. When learning from home, students are expected to attend their regularly scheduled classes via Google Meet sessions. Student attendance will be recorded in Schooltool by period/session.

Teachers will also complete a Google Form each Friday, noting any lack of student engagement or participation in Remote i-Learning. Administrators will work with guidance counselors to connect with the student and family.

## Record-Keeping

It is critical that you maintain documentation of all lesson plans, parent communication, and Google Meet interactions.

## Parent communication

If students are not responding/attending Google Meet Sessions, please contact parents by phone.

If remote teaching is necessary, teachers can call using their personal cell phones. Before dialing, enter \*67 first to keep personal phone numbers confidential. Email is not the best option as not every parent reads email. Email is the second line of communication.

Please document attempts to contact in the provided parent contact log. Parent contact logs should be maintained in Google Docs and shared with building administrators.

When contacting a family, find out *why* the child is not engaged so we can provide support. Ask them how we can help? Speak to the parent. Seek collaboration/assistance from the guidance department and/or administrators if attempts to reach parents are unsuccessful.

## End of Year Assessments

Assessment	Status
NYS 3-8 ELA	To be administered

	Monday, April 19 – Monday, April 26 via computer based testing
<b>NYS 3-8 Mathematics</b>	To be administered Monday, May 3 – Monday, May 10 via computer based testing
<b>NYS Grade 8 Science</b>	Performance Assessment: Tuesday, May 25 – Friday, June 4 Written Test: Monday, June 7
<b>NYSESLAT</b>	Speaking: Monday, April 19 – Friday, May, 28 Listening, Reading, and Writing: Monday, May 17– Friday, May 28
<b>Regents Examinations</b>	Tuesday, January 26 through Friday, January 29  Tuesday, June 1* (the first administration of the new Regents Examination in U.S. History and Government [Framework] has been rescheduled for June 2021)  Wednesday, June 16 through Friday, June 25. Friday, June 25 will be a Rating Day; no State examinations will be administered on this date
<b>AP Examinations</b>	Calculus AB: Tuesday, May 4 United States History: Thursday, May 6 Chemistry: Friday, May 7 2-D Art and Design: Friday, May 7 English Language and Composition: Wednesday, May 12  Link: <a href="https://apcentral.collegeboard.org/courses/exam-dates-and-fees#:~:text=The%202021%20AP%20Exams%20will,and%20May%2010%20through%2014.">https://apcentral.collegeboard.org/courses/exam-dates-and-fees#:~:text=The%202021%20AP%20Exams%20will,and%20May%2010%20through%2014.</a>
<b>Local Final Examinations</b>	TBD

## Technology

### Education Law 2-d/Protecting PII

With a significant portion of communication taking place online, it is imperative that district staff take steps to protect student data.

*Personally Identifiable Information (PII)* is any information about an individual maintained by an educational agency, including any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's

maiden name, or biometric records; and any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Our administrators are here to support you in this process. Education Law 2-d is a new law that requires the protection of student data and privacy. When software is not Law 2-d compliant, it means the company is unwilling to sign disclosure agreements with school districts to protect student data and the district from liability if data were to be stolen. ***Given the laws, requirement of a contract, staff should only use software that has been approved by the district as Law 2-d compliant.***

## **Family Education Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and

eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, please visit:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

### **Websites, Links, Virtual Field Trips, etc.**

Websites, links, virtual field trips, etc. must be reviewed by teachers for appropriateness before being provided to students. Materials and sites must be openly available. Students should not need to have a memberships that isn't provided by the school to access materials. It is inappropriate to require students to create accounts on outside websites that have not been approved by the building principal.

### **Student Email**

Please utilize the school issued Google email accounts for student communication.

### **Consistent learning platforms**

Staff will use Google as the district approved platform for online learning. The Google Suite is Education Law 2-D compliant. (Google Classroom, Google Meet, and Google Email are all available to our staff and students).

### **Online boundaries**

Please communicate with families during regular school hours and refrain from sending multiple messages a day. Conduct activities as closely aligned to school procedures as possible.

### **Online presentation for instruction**

Online instruction should be provided from the teacher's classrooms or lab. If the need arises to teach from home, please present with a professional background and wear professional clothing.

## Miscellaneous

### **Teachers and Staff**

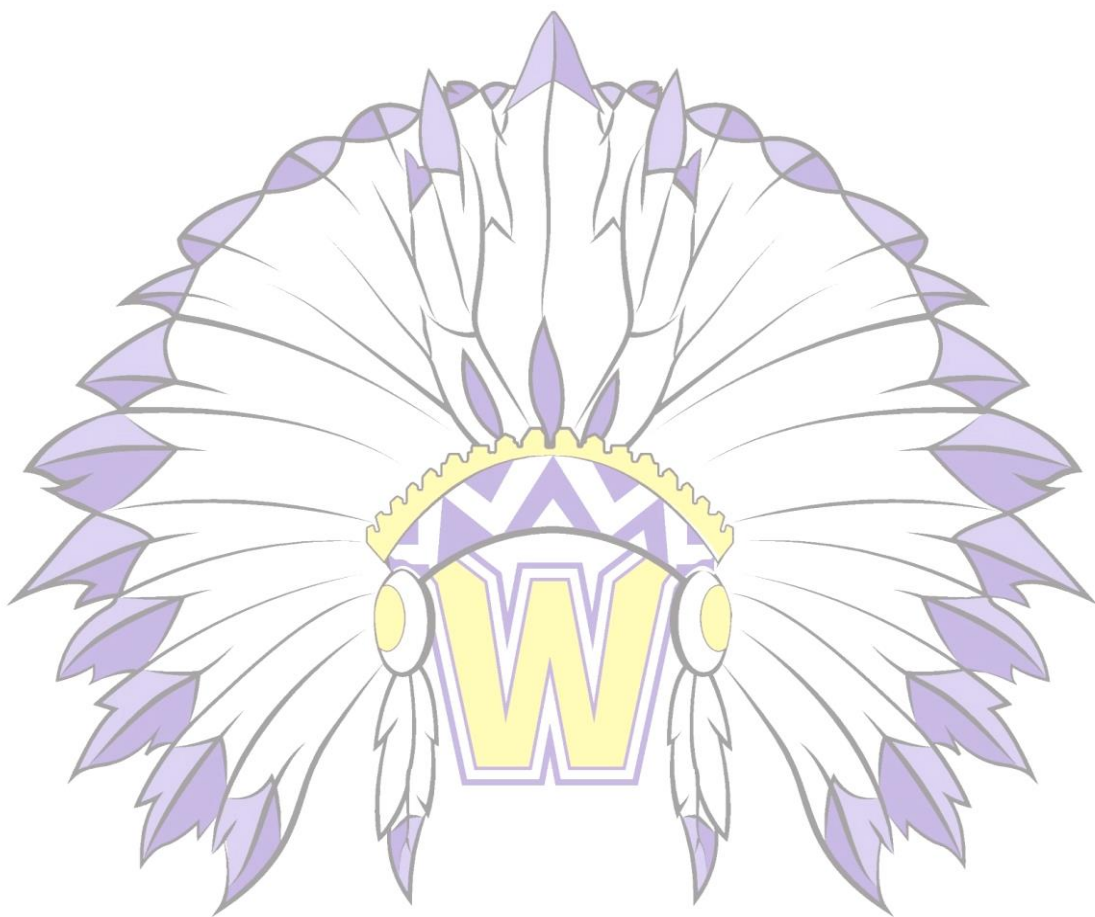
Teachers and staff are required to report to the Jr./Sr. High School daily for teaching with In-Person, Hybrid, and Remote i-Learning Models. Remote i-Learning classes will be taught from teacher classrooms.

### **Professional Development**

Professional development will be offered in both synchronous and asynchronous formats as necessary. Professional development will be guided by the district's Professional Development Plan with input from instructional staff. In developing this plan the team will be mindful of current issues instructional staff are facing while teaching in an online environment.



# Memorial Park Elementary (Grades K-6) Instructional Guidelines for In-Person, Hybrid, and Remote i-Learning Models



September 2020

Memorial Park Elementary School

**September 2020** **Waterville Central School District**  
**Memorial Park Elementary School (Grades K-6)**  
**Instructional Guidelines for**  
**In-Person, Hybrid, and Remote i-Learning Models**

**Table of Contents**

Introduction	3
Instructional Roles	4-5
Instructional Guidelines	6-11
Schedules	6-8
Special Education Services	8-10
Lesson/Class Guidelines	10
Grading, Assessment and Feedback	10
Updates on End of Year Assessments	11
Technology	11
Education Law 2-d/Protecting PII	11
Virtual Field trips and sharing links	11
Student Email	12
Consistent learning platforms	12
iLearning boundaries	12
iLearning presentation for instruction	12
Miscellaneous	12
Teacher Instructional Material	12
Remote Professional Development	13
Appendix D	14-15

## Introduction

Our vision for the In-Person, Remote i-Learning and Hybrid models is rooted in providing the richest, most engaging instructional experience possible for students while acknowledging the challenges of learning during this difficult time. The tenets that have guided our approach:

- Consistency in approach, access, and communication
- Respect for student and parent time and the logistical challenges caused by the current situation

### Overview

#### In-Person Model

With the **In-Person** model, students will attend school 5 days a week. Students will be separated into a Purple Team and a Gold Team.

The Purple Team will attend the morning session In-Person from 9:00-11:30 for five days a week. Students will be provided asynchronous instruction and materials for learning at home.

The Gold Team will attend the afternoon session In-Person from 1:30-4:00 for five days a week. Students will be provided asynchronous instruction and materials for learning at home.

#### Hybrid Model

With the **Hybrid Model**, students will attend In-Person class sessions four days a week and attend live online sessions one day a week. In-Person class days will be Monday, Tuesday, Thursday and Friday. Students will attend In-Person Online on Wednesday. Students will be separated into a Purple Team and a Gold Team.

The Purple Team will attend the morning session In-Person on Monday, Tuesday, Thursday and Friday from 9:00-11:30am. The Purple Team will attend the morning session online on Wednesday from 9:00-11:30 AM. Students will be provided asynchronous instruction and materials for learning at home.

The Gold Team will attend the afternoon session In-Person on Monday, Tuesday, Thursday and Friday from 1:30-4:00 pm. The Gold Team will attend the afternoon session online on Wednesday from 1:30-4:00 pm. Students will be provided asynchronous instruction and materials for learning at home.

With the Hybrid Model, **students with disabilities and ELL students** will attend school In-Person on **Wednesdays**. Members of the Purple Team will still attend in the morning from 9:00-11:30. Members of the Gold Team will still attend in the afternoon from 1:30-4:00.

#### Remote i-Learning Model

The **Remote i-Learning Model** involves all instructional activities occurring outside of school; instruction/materials may be delivered on-line and/or paper-based. With the Remote i-Learning Model, students will work online from home five days a week.

When working online from home with the In-Person, Hybrid, or Remote i-Learning Models, students are required to log on to Google Meet sessions, have their attendance taken, participate in class activities, and complete all additional assignments and homework.

This document provides guidelines in order to give structure and order to this process and these models. We understand that everyone will need to adapt and learn as we move forward.

### **Considerations**

Since home will be an extension of the classroom, it is critical that we provide flexibility. Online instruction must work in a multitude of family and home contexts. We must ensure that remote learning accounts for:

- Students who are home alone while adults are working
- Students who are caretakers for siblings or ill family members
- Students who work to help support their family
- Students who speak a language other than English and have language needs and limitations with home support
- Students who have special education needs
- Students who are struggling with mental and emotional needs

With each of these models, students will follow schedules outlined in the In-Person, Hybrid, and Remote i-Learning Instructional Guidelines. These guidelines were developed to create reasonable and appropriate time commitments for our students and teachers.

These models represent challenges to all members of our school community. We ask you to take care of yourselves and your own families during this time and that you lean on each other and us for support. Each one of us has a unique situation; we trust you to work with your students and support them in the best way you can. As circumstances change with this situation, and as we learn more, we will make adjustments and communicate and grow with you.

## Instructional Roles

Teachers and staff are required to report to Memorial Park Elementary School daily for teaching with In-Person, Hybrid, and Remote i-Learning Models. Remote i-Learning classes will be taught from teacher classrooms.

**Administration:** Building principal and administrative intern will be engaged in supporting teachers, students, and families. They will be available via telephone, email, and Google Meet as an initial contact point to respond to concerns and questions. They are also responsible for building-wide communication to families. Each administrator will support teachers, through offering feedback on their Google Classroom, scheduling and facilitating building-level meetings, coordinating building staff, completing school-related tasks and responding and interacting with parents. Building-level administrators are also working on planning for next year. District-level administrators are coordinating larger systems and procedures, and working closely with building principals.

**AIS teachers (Elementary)** - For Remote i-Learning, AIS teachers will coordinate Google Classrooms and provide services in accordance with each student's needs. Staff should reach out to families and set up a consistent daily or weekly Google meet time as well as provide instructional support through Google Classroom. **Google should still be used for reporting progress and keeping records.**

Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten/1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade

AIS teachers will work closely with parents during these calls as well to support any supplemental instruction happening at home. This may look like listening to the child read, or setting up a Google Meet to teach the child a math intervention or reading strategy.

**Classroom Teachers** For Remote i-Learning, classroom teachers will set up a Google Classroom for each homeroom and provide a weekly outline to students on Sunday evening, by 8PM. Homeroom teachers will meet with students via Google Meet. Please see the schedule contained in this guide. Work should be provided to students via Google Classroom or hard copy in packets if the internet is not available. Additionally, all work should be provided to students with disabilities pursuant to the modifications contained in their IEPs.

**Social Worker:** Social Worker will be available to students and staff and will update the counseling resources website. Social Worker: a) will be available to students and staff, and b) will send out information to staff and families around self-care and wellness. Social Worker will also be making weekly contact with students on their caseload to check in and inquire about welfare. It is important for all teachers and Social Worker, K-6, to continue to work together to identify students who may need more wellness support during this time.

**ENL Staff:** ENL staff should be invited in as co-teachers for the classrooms in which they support students. ENL staff will connect with their students daily and should be setting up weekly Google Meets with their students. ENL teachers will work in the Google Classroom environment to schedule pull out times and instruction with their students.

**Library Media Specialist:** Library Media Specialists (LMS) play a critical part in a student's day-to-day learning. The Library Media Specialist will assist teachers with compiling resources and lesson ideas. Library Media Specialists can share digital resources with students and provide instructional support for teachers. Library Media Specialist will update her website to offer instructional and parent resources.

**Nurse:** MPS Nurse will serve as the COVID-19 point person in the school. She will continue to be a resource for families needing guidance on medical services outside the school. Our nurse will collaborate on nursing-related professional development. Nurse will connect with students who are on their patient list and assist those student patients with any medical needs. Nurse will continuously update their website to reflect resources regarding current situations.

**Secretaries:** Secretaries will be available to help distribute mail, check school-based email, and make copies of materials only for students who don't have Internet access. These will be mailed out on Friday afternoons of each week. Secretaries will also be available to assist the administration.

**Special Education:** Special education teachers should create their own Google Classroom per class and should be invited in as co-teachers for the classrooms in which they support students.

**Special Area Teachers:** For In-Person and Hybrid Models, Special Area instruction will be in homeroom classrooms. For Remote i-Learning, Special area teachers are creating a subject-based Google classroom. Special teachers (Art, Music, PE, and Library) will create lessons for each grade level. This will provide parents options of activities students can complete when they have finished with academic work or need a different learning activity in between tasks. The instructional materials will be shared with students using Google Classroom.

**Teaching Assistants and Aides:** Special Education aides will receive information from the Special Education leadership. Teacher Aides will receive instruction from the building teacher and principal

## Instructional Guidelines

Waterville Central School District's Learning Models may incorporate a combination of synchronous and asynchronous learning.

**Synchronous learning** happens in real-time whether students are in school with their teacher or online utilizing the district-approved platforms in the Google Suite: Google Classroom, Google Meet, Google Slides. Synchronous learning is advantageous because it is engaging, dynamic and personal.

**Asynchronous learning** is more flexible for students, and provides opportunities for self-pacing.

In the Remote i-Learning Model, teachers will ***post a weekly outline/agenda*** in Google Classroom every Sunday evening by 8:00 p.m. to keep students organized. The outline will list all of the assignments that students will be required to complete for the week.

### Example of Weekly Outline:

Mr. Smith's Fake Class: Week of September 1-4

**Monday-Friday:** Purple Team, Google Meet from 8:00-10:30, Gold Team, Google Meet from 12:30-3:00

Tasks for the Week:

**Monday:** Introduction to Lesson 3.2

**Tuesday:** Practice Skill

**Wednesday:** Online Worksheet

**Thursday:** Review

**Friday:** Quiz

Questions/concerns as you progress through your work? Please email me at [jsmith@watervillecsd.org](mailto:jsmith@watervillecsd.org).

Any paper copies that need to be mailed to students' homes should be emailed to the building secretary no later than 11:00 am on Thursday so the materials can be copied and prepared for mail. These copies are for students who don't have Internet access.

Students in grades K-2 should be spending no more than 15 minutes on homework for each subject per day. Students in grades 3-6 should be spending no more than 30 minutes on homework for each subject per day.

Grade level teachers, along with their principal will use Google Meet periodically to collaboratively plan for the upcoming week.

Parents of students who are unable to attend should contact the attendance office by calling (315) 841-3800.

**In-Person Model**

With the **In-Person** model, students will attend school 5 days a week. Students will be separated into a Purple Team and a Gold Team.

The Purple Team will attend the morning session, In-Person, from 9:00-11:30 for five days a week while completing asynchronous instructional activities from home. These instructional activities may be provided to students on paper or may take place through Google Classroom.

The Purple Team will attend the afternoon session, In-Person, from 1:30-4:00 for five days a week while completing asynchronous instructional activities from home. These instructional activities may be provided to students on paper or may take place through Google Classroom.

**In-Person Model Schedule**

Team	Monday-Friday
Purple	In-Person from 9:00-11:30  Asynchronous Instructional Activities at Home
Gold	In-Person from 1:30-4:00  Asynchronous Instructional Activities at Home



### Hybrid Model

With the **Hybrid Model**, students will attend In-Person class sessions four days a week and attend live online sessions one day a week. Students will be separated into a Purple Team and a Gold Team.

The Purple Team will attend school In-Person from 9:00-11:30 on Mondays, Tuesdays, Thursdays, and Fridays while attending live online sessions from home on Wednesdays, from 9:00-11:30.

The Gold Team will attend school In-Person from 1:30-4:00 on Mondays, Tuesdays, Thursdays, and Fridays while attending live online sessions from home on Wednesdays from 1:30-4:00.

With the Hybrid Model, **students with disabilities and ELL students** will attend school In-Person on **Wednesdays** to receive additional support and in-person instruction. These students will follow their respective Purple and Gold Team times.

### Hybrid Model Schedule

Team	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Purple</b>	In-Person from 9:00-11:30  Asynchronous Instructional Activities at Home	In-Person from 9:00-11:30  Asynchronous Instructional Activities at Home	<b>Purple Team</b> Students with Disabilities and ELLs attend In-Person from 9:00-11:30  All others attend online from 9:00-11:30	In-Person from 9:00-11:30  Asynchronous Instructional Activities at Home	In-Person from 9:00-11:30  Asynchronous Instructional Activities at Home
<b>Gold</b>	In-Person from 1:30-4:00  Asynchronous Instructional Activities at Home	In-Person from 1:30-4:00  Asynchronous Instructional Activities at Home	<b>Gold Team</b> Students with Disabilities and ELLs attend In-Person from 1:30-4:00  All others attend online from 1:30-4:00	In-Person from 1:30-4:00  Asynchronous Instructional Activities at Home	In-Person from 1:30-4:00  Asynchronous Instructional Activities at Home

### Remote i-Learning

The **Remote i-Learning Model** involves all instructional activities occurring outside of school; instruction/materials may be delivered on-line and/or paper-based. With the Remote i-Learning Model, students will work online from home five days a week.

When learning from home via Remote i-Learning, students are required to log on to Google Meet sessions, have their attendance taken, participate in class activities, and complete all additional assignments and homework.

A significant portion of student grades will be determined based on attendance and participation in scheduled Google Meets.

### Remote i-Learning Schedule

Team	Monday-Friday
Purple	In-Person from 9:00-11:30
Gold	In-Person from 1:30-4:00

### Google Meet Sessions

Staff should be the first participant logged into scheduled Google Meet Sessions and the last participant to log out of scheduled Google Meet sessions. If you “nickname” your Google Meet then you can use it repeatedly. ***All Google Meet sessions should be recorded and stored by the teacher.***

### In-Person, Hybrid, and Remote Daily Student Schedule

	Monday - Friday
Purple Team and Gold Team	Attendance & Positivity Project, 15 minutes English/Language Arts (Integrating Science & SS), 60 minutes Math, 45 minutes Special, 30 minutes (With Remote i-Learning Model, specials shift to asynchronous)

### Special Education Services

As a district, we must ensure that students with disabilities have equal access to those same opportunities as all other students. We will provide special education supports and services as outlined in students’ Individualized Education Programs (IEPs)

Here's what this means for us, and how we will meet these requirements:

- All teachers will follow IEPs for students that are enrolled in your class.
- Special education teachers and related services providers will provide services virtually or telephonically, unless otherwise specified, to all of their students for all special education and related services identified in the student’s IEP.
- Provide continuing learning experiences using remote/online tools to support students in their coursework and allow students to work on IEP (and transition for HS) goals.

- Think about the work you are asking students to do and the barriers a disability creates in ensuring their ability to access and benefit from that work. Use materials and supports to remove those barriers. For example, if written directions are provided and a student reads at a 3rd grade level, level the directions or provide an audio version of them; if watching a video, provide an organizer/note-taking support (i.e. guided notes).
- Teletherapy and online instruction through Google Meet, and/or phone (i.e. using Google Voice, for example).
- IEP services will continue to be provided with an emphasis on on-going progress toward attainment of IEP goals and supporting students through the provision of appropriate modifications and accommodations.
- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest profiles to inform lessons and activities.
- Provide alternative options for participating in virtual class discussions.
- Create video modeling of how you expect something to be done-
- Use and remind students of the built-in accessibility features in learning management systems, albeit on an individualized basis according to student need, for example:
  - Use heading styles that allow screen reading software to navigate from section to section.
  - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
  - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
- Provide transcripts of any pre-recorded audio or video used with students. Use closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors.
- Examples of “Hands-On” Options for i-Learning
  - Use non-digital resources of work. (where possible, coordinate this effort with the case manager and/or assistance of teacher aides.)
  - Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, ratios, chores, cleaning, hygiene, etc.
  - Have students track activities with photos or videos and submit to teachers.
  - Encourage journaling.
  - Utilize virtual museum tours and video demonstrations
- Students who receive daily resource room should receive daily lessons and support focused on his/her goals and progress in the general education curriculum
- Students who receive 2/6 speech will be provided 2/6 days speech instruction via lessons and/or teletherapy, unless otherwise, specified.

- Ensure materials and assignments are accessible to students and follow accommodations and modifications on students' IEPs, which includes testing accommodations, to the greatest extent possible and practicable
- Document all contacts to parents for special education services while implementing i-Learning.
- All teachers and providers must log any and all sessions of direct instruction (including IEP goals worked on), modifications to general education instruction made per student, and related services. Please retain copies of the Special Education Medicaid reimbursement session notes.
- Special Education and related service providers will use the same Remote i-Learning platform as the teachers in their buildings/grade levels.
- When conducting teletherapy or other instruction in groups via video or phone, we must not identify or discuss a student's disability during a session.
- If a parent does not want their child to participate in Special Education or related services via teletherapy/video/phone, they must submit that refusal in writing to the CSE Office.
- CSE Meetings will proceed utilizing Google Meet or telephone.

## Lesson/Class Guidelines

When learning from home, students are required to log on to Google Meet sessions, ***have their attendance taken***, participate in class activities, and complete all additional assignments and homework. A significant portion of a student's grade will be determined based on attendance and participation in scheduled Google Meets.

A predictable daily format will help students navigate this new way of learning. **Students should be spending no more than 15 minutes (K-2) and 30 (3-6) on homework for each subject area per day.** Google assignments, projects, and quizzes will be scheduled online with flexibility for students to complete throughout the week. Teachers will assist individual learners daily.

Consider these important components when designing lessons:

- **Purpose:** The objective of the lesson
- **Agenda:** Map of expectations for lesson
- **Instruction:** Clear and specific guidelines for students to follow
- **Engagement:** Ways for students to actively participate (practice, discussion, reflection, application, connection)
- **Assessment/Feedback:** Opportunities to check in on student learning

Teacher lesson plans should include and note modifications for students with special needs. Teachers should maintain these plans as a record of the modified assignments in accordance with student Individualized Educational Programs or 504 Plans.

## Grading, Assessment and Feedback

When we can meet face-to-face, traditional assessments are effective; however, with Remote i-Learning and Hybrid models, we need to lean on evidence of the students' understanding which may be submitted in a variety of modes. Now is the time to move away from traditional testing and into more open responses, project-based learning, etc.

- Skill development should be the focus - keep it simple!
- Staff must understand that students do not have a teacher by their side and may not have the home support to navigate through the online learning process.

## Course Grading

### Grades K-4

Teachers will continue to provide updates to parents with quarterly report cards. Report cards continue to be an opportunity for teachers to assess and communicate regarding the child's ability within the specific standard and/or performance indicator of the applicable NYS Standard(s).

### Grades 5 & 6

#### Participation (M-F) (40%)

(ie: Logging in daily, attending Google Meet Sessions, responding daily to teachers and peers, interacting verbally with activities and answering questions). **Teachers will modify participation expectations in collaboration with administration based on specific student/family needs and circumstances.**

#### Assignments Posted in Google Classroom (20%)

(ie: *watching a video and responding to questions in written format through feeds/threads initiated by the teacher, reviewing/responding articles posted, response to a teacher prompted concept, journaling, responding to other student comments, completing a lab, or writing an essay*)

#### Project based learning (20%)

(ie: weekly project over several days, extended lab experiences, performance based)

#### Quizzes and tests (20%)

(ie: observations, rubrics, multiple choice, short answer, comprehension questions, extended writing, performance based longer pieces in terms of music)

#### **Additional Information:**

- No grades under 50% per marking period for full-year courses.
- No grades under 50% per marking period for half-year courses.

#### Final Average Calculation:

##### **Full year courses:**

$(MP1 + MP2 + MP3 + MP4 / 4) = \text{Final Average}$

## Students Not Attending

### **Students who are not attending at all require:**

- a minimum of 3 contact attempts to the student and parent by the teacher
- a Rtl referral by the teacher(s), submitted to the guidance secretary; at that point a meeting will be held with results that may include a call to Child Protective

Services for educational neglect, a referral to the Intervention Response Team, or a Pupils In Need of Supervision Petition.

### Attendance

A significant portion of a student's grade will be determined based on attendance and participation in scheduled Google Meets. When learning from home, students are expected to attend their regularly scheduled classes via Google Meet sessions. Student attendance will be recorded in Schooltool daily.

Teachers will also complete a Google Form each Friday, noting any lack of student engagement or participation in Remote i-Learning. Administrators will work with counselors to connect with the student and family.

### Record-Keeping

It is critical that you maintain documentation of all lesson plans, parent communication, and Google Meet interactions.

### Parent communication

If students are not responding/attending Google Meet Sessions, please contact parents by phone.

If remote teaching is necessary, teachers can call using their personal cell phones. Before dialing, enter \*67 first to keep personal phone numbers confidential. Email is not the best option as not every parent reads email. Email is the second line of communication.

Please document attempts to contact in the provided parent contact log. Parent contact logs should be maintained in Google Docs and shared with building administrators.

When contacting a family, find out *why* the child is not engaged so we can provide support. Ask them how we can help? Speak to the parent. Seek collaboration/assistance from the guidance department and/or administrators if attempts to reach parents are unsuccessful.

### End of Year Assessments

Assessment	Status
NYS 3-8 ELA	To be administered Monday, April 19 – Monday, April 26 via computer based testing
NYS 3-8 Mathematics	To be administered Monday, May 3 – Monday, May 10 via computer based testing
NYSESLAT	Speaking: Monday, April 19 – Friday, May, 28 Listening, Reading, and Writing: Monday, May 17– Friday, May 28

## Technology

### Education Law 2-d/Protecting PII

With a significant portion of communication taking place online, it is imperative that district staff take steps to protect student data.

*Personally Identifiable Information (PII)* is any information about an individual maintained by an educational agency, including any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records; and any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Our administrators are here to support you in this process. Education Law 2-d is a new law that requires the protection of student data and privacy. When software is not Law 2-d compliant, it means the company is unwilling to sign disclosure agreements with school districts to protect student data and the district from liability if data were to be stolen. ***Given the laws, requirement of a contract, staff should only use software that has been approved by the district as Law 2-d compliant.***

### Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, please visit:

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### **Websites, Links, Virtual Field Trips, etc.**

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### **Student Email**

Please utilize the school issued Google email accounts for student communication.

### **Consistent learning platforms**

Staff will use Google as the district approved platform for online learning. The Google Suite is Education Law 2-D compliant. (Google Classroom, Google Meet, and Google Email are all available to our staff and students).

### **Online boundaries**

Please communicate with families during regular school hours and refrain from sending multiple messages a day. Conduct activities as closely aligned to school procedures as possible.

### **Online presentation for instruction**

Online instruction should be provided from the teacher's classrooms or lab. If the need arises to teach from home, please present with a professional background and wear professional clothing.



## Miscellaneous

### **Teachers and Staff**

Teachers and staff are required to report to Memorial Park Elementary daily for teaching with In-Person, Hybrid, and Remote i-Learning Models. Remote i-Learning classes will be taught from teacher classrooms.

### **Professional Development**

Professional development will be offered in both synchronous and asynchronous formats as necessary. Professional development will be guided by the district's Professional Development Plan with input from instructional staff. In developing this plan the team will be mindful of current issues instructional staff are facing while teaching in an online environment.

## Waterville Central School District Assurances

### Superintendent

**Introduction:** I would like to note that without the collaboration of a number of hard working teachers and administrators and support personnel, this document would not have been completed. As is always the case here in Waterville, when a need arises, people pull together for the sake of our students. Thank you for your time and efforts on behalf of the greatest students with whom it has been my pleasure to serve.

Included with this plan is a brief overview of how we plan to bring students into the buildings. We conducted both a parent survey and a faculty survey to guide certain aspects of our plan.

### Assurances- Written Protocols

#### A. Communication/Family and Community Engagement- Mandatory Assurances

1. A reopening team was created. This team included administrators, teachers, community members, guidance counselors, nurses, teacher assistants, representatives from community organizations, and board of education members. We met several times. A survey and transportation form was sent out to the families for additional input.
2. District and school communication utilized Blackboard Connect, emails, and social media postings. A technology and remote learning survey were distributed in order to get information from parents.
3. Teachers and students will be taught and trained how to follow Covid-19 protocols. Signage will be placed around the schools to serve as reminders to all students and staff. Training videos will be posted on the district and schools website, posted to social media, and provided to parents via email and text message.
4. Signage will be placed around the schools (hallways, restrooms, classrooms, etc...) to encourage all students, staff and faculty to adhere to CDC and DOH guidance regarding PPE, especially face coverings.
5. All communication will be provided to the families in their home languages either by mail or postings on district website and/or social media postings. All written plans will be accessible for the visual and/or hearing impaired.

#### B. Health And Safety- Mandatory Assurances

1. The Waterville Central School District reviewed and considered the number of students and staff allowed to return in person, the amount of PPE that would be available and availability of safe transportation.
2. Reopening team was created. This task force included administrators, teachers, community members, secretaries, guidance counselor, nurses and teacher

assistants. We met 3 times. A survey and transportation form was sent out to the families for additional input.

3. Information will be disseminated via Blackboard Connect, social media & by mail. Signage will be posted on all exterior entries depicting requirements for mask- wearing and restrictions for individuals exhibiting sign/symptoms of COVID-19. Posters and signs will be posted throughout buildings, including classrooms, offices, hallways, bathrooms and other high traffic areas depicting requirements for mask- wearing and social distancing. Morning announcements will include regular reminders on signs and symptoms of COVID-19 and requirements for visiting the nurse if symptoms develop.
4. The Waterville Central School District will utilize videos from the CDC on recognizing COVID-19 symptoms. Faculty and staff will be provided handouts of CDC symptoms, precautions to take, and health and wellness protocols. Signage will be posted on all exterior doors and throughout buildings, including classrooms, offices, hallways, bathrooms and other high traffic areas depicting requirements for mask-wearing and restrictions for individuals exhibiting sign/symptoms of COVID-19. Any individual who feels sick or exhibits symptoms will be required to report immediately to the school nurse for evaluation and COVID-19 Screening Questions. Student isolation spaces have been identified in all buildings. Following triage by a school nurse, any individual presumed positive for COVID-19 will be isolated, treated, as feasible, and sent home. Parent pick up should be within 30 minutes. Nurse reports the case to the appropriate department of health and then notifies the building principal and superintendent.
5. There are protocols for daily temperature screening of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students. All students, staff, parents/guardians, visitors will be educated on the signs and symptoms of COVID-19 and instructed to stay home when sick, symptomatic or recently exposed. All students (parents), and staff will be required to self-screen before reporting to school. Any COVID-19 related symptoms requires students/staff to remain home. Parents will be asked to fill out a weekly questionnaire regarding their child's overall health. Staff will be required to fill out a questionnaire daily **PRIOR** to coming into the building. Any COVID- 19 related symptoms requires students/staff to remain home.
6. The district has a protocol requiring ill students and staff to be assessed by the school nurse. Ill students and staff will be sent home for follow-up with a healthcare provider. Any individual who feels sick or exhibits symptoms will be required to report immediately to the school nurse for evaluation and COVID-19 Screening Questions. Student isolation spaces identified in all buildings. Following triage by a school nurse, any individual presumed positive for COVID-19 will be isolated, treated, as feasible, and sent home. Parent pick up should be within 30 minutes. Nurse reports the case to the appropriate department of health and then the building principal and superintendent. Students/staff will be readmitted after meeting the appropriate CDC guidelines.

7. Each school has protocols in place requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. Any individual who feels sick or exhibits symptoms will be required to report immediately to the school nurse for evaluation and COVID-19 Screening Questions. Student isolation spaces identified in all buildings. Following triage by a school nurse, any individual presumed positive for COVID-19 will be isolated, treated, as feasible, and sent home. Parent pick up should be within 30 minutes. Nurse reports the case to the appropriate department of health and then the building principal and superintendent. Students/staff will be readmitted after meeting the appropriate CDC guidelines.
8. The school and/or district has a written protocol to address visitors, guests, contractors and vendors to the school which includes health screening. All items being dropped off for students must be left outside the main entrance door with the student's name on it. The secretary will retrieve the item(s) at a convenient time. If a delivery does not need a signature, the delivery will be left outside the main entrance door. If a visitor, contractor or vendor needs to enter the building, the secretary will question the person regarding their health status via the intercom. Once in the building their temperature will be taken and recorded along with their contact information.
9. The school and/or district has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school. The district will utilize videos from the CDC on recognizing COVID-19 symptoms. The district will provide all parents with a handout of CDC symptoms. The district will post CDC symptoms on the districts website and social media pages.
10. The district will have written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene. All students and staff will be educated on the manner and frequency of hand-washing, cough/sneeze etiquette and other best practices for preventing disease transmission.
11. The district will have a written protocol to ensure all persons in school buildings keep social distance at least 6 feet whenever possible. Signage will be placed throughout the building. Classroom seating will be configured in staggered rows facing the same directions where feasible to achieve social distancing. Seating charts will be utilized in all settings in order to assist with contact tracing. Class sizes will be reduced as much as possible. Schedules and hallway traffic patterns will be adjusted to maximize social distancing during passing times and transitions. Alternate eating locations will be utilized in order to socially distance students. Bus arrival/dismissal schedules and student queueing locations will be modified/staggered to maximize social distancing where feasible.
12. The district will provide accommodations to all students and staff who are at high risk or live with a person at high risk. A student-specific plan will be developed by a nurse, guidance counselor, and the building principal, in consultation with appropriate health officials that facilitates the student's safe

return to school using increased social distancing strategies, where feasible. Staff who are at high risk should consult with their building principal to determine appropriate plans for continued performance of educational duties.

13. Per order of the Governor and the NYS Department of Health all students and staff are to wear masks while on school grounds. Students will receive mask breaks throughout the day as needed. The district will have a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering at all times when on school property. Mask breaks will be provided by teachers when students are appropriately socially distanced.
14. The district has a plan in place for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their mask, and PPE for use by school health professionals. The Business Office, Maintenance and Transportation departments will maintain a supply of face coverings, glove, disinfectant wipes, and hand sanitizer to be distributed as needed.
15. The district has a written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school. Any individual who feels sick or exhibits symptoms will be required to report immediately to the school nurse for evaluation and COVID-19 Screening Questions. Student isolation spaces are identified in all buildings. Following triage by a school nurse, any individual presumed positive for COVID-19 will be isolated, treated, as feasible, and sent home. Parent pick up should be within 30 minutes. Nurse reports the case to the appropriate department of health and then the building principal and superintendent. Students/staff will be readmitted after meeting the appropriate CDC guidelines.
16. The district has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness, or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department. Students/staff will be readmitted after meeting the appropriate CDC guidelines. Provision of results of a negative COVID-19 test may be required.
17. The district has a written protocol regarding cleaning and disinfecting schools following CDC guidance. The District will follow the CDC's Guidance for Cleaning and Disinfecting Schools. All high-touch surfaces will be cleaned and disinfected throughout the day (door handles, light switches, etc) following CDC guidelines. All desks will be cleaned on a frequent basis following CDC guidelines, as feasibly possible. Laptops, equipment and educational materials will be wiped down regularly. Soft-surface and unnecessary furniture will be removed. All individuals will be required to sanitize/wash their hands on a frequent basis. Hand sanitizer will be available in classrooms, cafeteria, offices, and bathrooms. Refillable water stations have been purchased and installed in multiple areas in each building. Water fountain spigots will be disabled. Students and staff will be required to use reusable water bottles from home. Bathroom stalls will be reduced in order to allow for social distancing. Increased cleaning of bathrooms will occur throughout the day. Common meal areas will be disinfected between each meal service. School buses and other

- transportation vehicles will be disinfected between each run.
18. The district has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons. During fire drills students and staff will be required to wear face masks, upon exiting the building, students will maintain social distancing. During a lockdown, students will remain in their seats and be instructed by their teacher the procedures of what to do in a real lockdown.
  19. There is no late bus run.
  20. The district has a COVID-19 Safety Coordinator. This position was approved by the superintendent and the Board of Education.

### **C. Facilities - Mandatory Assurances**

1. There will be changes or additions to facilities in the upcoming school year.
2. The district ensures compliance with the 2020 Building Condition Survey and Visual Inspection by utilizing BOCES to complete the survey and inspection, which will then be submitted to the state.
3. The school district will provide provisions to conduct the Lead-in-Water Testing as required by NYS DOH regulations. The district provides the test, BOCES checks that we completed and have results of the test. The test and test results are then submitted to the state.
4. The district ensures all existing and new Alcohol-based Hand-Rub Dispensers are in accordance with FCNYS 2020 Section 5705.
5. The new compliant Alcohol-based Hand- Rub Dispensers will be installed and/or placed in several different areas around the buildings. There will be dispensers outside the cafeterias and bathrooms.
6. The district will not be installing any dividers in the school buildings.
7. The district does not have any new construction or temporary quarter project builds for the 2020-2021 school year.
8. The district does not have any facilities that will be leased.
9. The district will not be utilizing any temporary or permanent use of tents for the 2020- 2021 school year.
10. The school district ensures that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS. These fixtures are inspected yearly by BOCES in order to ensure compliance to the minimum standards.
11. The school district will ensure that each building provides an alternate source of drinking water. Refillable water stations have been purchased and installed in multiple areas in each building. Water fountain spigots will be disabled. Students and staff will be encouraged to use reusable water bottles from home.
12. The district has written protocol on how we will maintain adequate, code required ventilation as designed. The district uses an outside vendor when necessary, Air Temp, for balancing airflow and major items, but has a certified HVAC technician on staff to complete cleaning, inspection and certification of our HVAC system. Protocols are in place to inspect every six months in order to maintain code required ventilation.

13. The district will ensure that all project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.
14. The district will utilize plastic separators that are compliant for the 2020 BCNYS Section 2606. Polycarbonate dividers will be used for special education testing and other related services. These dividers are compliant with the 2020 BCNYS Section 2606.

**D. Child Nutrition – Mandatory Assurances**

1. The district will provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely. All students enrolled in the SFA will have access to school meals each school day. The students in attendance at school will receive breakfast and lunch during their school day and the students that are learning remotely will have grab and go meals available at one approved location in the school district.
2. The school district will address all applicable health and safety guidelines. The Waterville Central School District will abide by all applicable health and safety guidelines. We will practice social distancing, hand sanitizing stations, wipe down services and key pads after every group.
3. The district will include measures to protect students with food allergies if providing meals in spaces outside the cafeteria. The Waterville Central School District will include measures to protect students with food allergies if meals are served outside the cafeteria. The kitchen staff will coordinate with the school nurse and student’s teacher to make sure every student’s allergy restrictions are handled properly and maintain HIPAA privacy rules..
4. The district has written protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted and how sharing of food and beverages will be discouraged. Students will be encouraged to wash hands before and after meal service. They will also be encouraged to use hand sanitizer stations which will be provided for them. Also the kitchen staff will work with the teachers to promote good hand hygiene. Posters will promote this as well. Sharing of food and beverages will be highly discouraged. Kitchen staff again will work with the teachers to discuss these issues with the students.
5. The district has written protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area. The kitchen staff and maintenance staff will wipe down and disinfect common areas such as the food service line, keypads and tables after each group of students has finished eating.
6. The Waterville Central School District school district will ensure compliance with the Child Nutrition Program requirements by training and retraining new and current employees on any new requirements and review older requirements as well.
7. The district will communicate with families through the website, mail, social media, and the school messenger system in the language spoken by the families.

8. The district will have a smaller number of students in the building at one time giving us the opportunity for easier social distance. The students will either eat in their classroom or cafeteria with fewer students at a table. The cafeteria line will also be set up making social distancing a priority.

#### **E. Transportation – Mandatory Assurances**

1. Drivers will disinfect after each am and pm route. A cleaner will clean and disinfect all buses that were used that day after the daily routes are completed. Disinfection will also occur after any student or staff use of the vehicle. This will include the mechanical staff after maintenance is performed on the vehicle.
2. The same procedure as outlined in assurance #1. The high touch points of the vehicle such as hands rails seats and seatbelts may be disinfected by the driver more often or as needed.
3. Training will be given and documented on hand sanitizer use and where and when it is allowed. Spot checks will be done by mechanics and the supervisor to assure compliance.
4. Training will be given and documented to drivers and monitors that personal hand sanitizers are not allowed on their person while performing their duties as a driver or monitor.
5. Training will be given and documented for drivers and monitors on proper face coverings and how to use these coverings as well as when they are required.
6. Refreshers will be given at monthly transportation department safety meetings. Attendance is mandatory at these meetings with sign in attendance sheets to serve as documentation of the refresher training. Signage will also be posted in the bus garage reminding all staff on the proper requirements procedures and protocols for their use.
7. Proper social distancing will be covered in the return to work training as well as the monthly safety meetings. Signage will also be posted in the bus garage.
8. PPE will be available to all staff members in the transportation department.
9. Multiple locations in the bus garage will have access to hand sanitizer including the high frequency areas such as time clock and office area.
10. Drivers and monitors will be trained and documentation will be kept on the requirement for every driver and monitor who has direct student contact with the student or bodily fluids requirement to use the proper ppe including gloves, mask and face shields. Training will be provided and documented the proper technique for removing and said ppe.
11. The transportation staff will adhere to the district's policy for employee self-assessment.
12. Training to monitors and drivers will be given and documented on mask use by students. Notification to parents will also be given on the requirement for students mask usage.
13. Masks will be made available to any student who arrives at the bus stop without a face covering. These will be disposable masks that will be given to the student upon entrance to the bus by the monitor or driver.
14. Outlined in assurance #13.



15. Training will be given and documented for drivers and monitors on mask requirements for students who would not be able to tolerate a mask due to a student's disability or individual circumstance.
16. Weekly reminders will be provided to students by drivers and monitors and documented on proper use of PPE as well as the signs and symptoms on COVID-19.
17. Daily reminders will be given to students by drivers or monitors daily upon arrival to school.
18. Transportation will be offered to all eligible students of the district. The requirements and training will also be consistent with all district students.
19. Attendance will be taken daily. Am attendance will be taken as students exit the bus. Pm attendance will be taken as students enter the bus. The driver or monitor will maintain the weekly attendance log and submit it to the supervisor at the end of the week. This log will be kept by the supervisor to facilitate contact tracing if needed.
20. Students will sit one to a seat with the seat directly behind and adjacent the driver empty. They will stagger their seating from window to aisle to maintain as much social distancing as possible. Each student will have an assigned seat and a seating chart will be maintained by the driver. Only students from the same household may sit together in the same seat. Each seat will be marked to direct students where to sit.

#### **F. Social Emotional Well-Being – Mandatory Assurances**

1. Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs. The Counseling Advisory Council will review the Guidance Plan and update the document accordingly.
2. The district will establish a Counseling Advisory Council to develop a comprehensive Guidance Plan to ensure that social and emotional well-being of all students is encompassed in the district plan.
3. The district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs for the 2020-2021 school year. The district will convene the Counseling Advisory Council to aid in the evaluation process of SEL. Students and parents may utilize the district website to report concerns related to mental health. Administrators and counselors will then be able to monitor and address issues as they arise with students. We will also utilize our student management system, email, phone calls, videoconferencing, and connecting one on one (In-Person) when needed.
4. The district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID- 19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff. Multiple professional development opportunities will be made available for staff and faculty for providing online technical training and engaging activities

that can be done in their classes to create a supportive environment.

**G. School Schedules – Mandatory Assurances**

1. The school district has developed schedules to appropriately accommodate each of the adopted models (in-person, hybrid, or remote). With the in-person and hybrid models, students will be divided into cohorts (Purple Team and Gold Team) to accommodate the guidelines outlined in NYSED issued guidance.

**H. Attendance and Chronic Absenteeism – Mandatory Assurances**

1. The district will utilize our student management system (schooltool) system to record and analyze student attendance.
2. Issues of chronic absenteeism will be handled in accordance with the [Waterville Central School District Student Attendance Policy \(#7020\)](#)
3. Each school has an attendance secretary. The district also contracts a school resource officer. The attendance secretaries monitor the student management system (schooltool). The district also utilizes a the student management system (schooltool) and an automated communication system (Blackboard) to notify parents of daily absences. Additionally, the attendance secretary makes calls to the home and notifies the school resource officer and administration of students with multiple consecutive absences. The school resource officer makes frequent calls to parents regarding chronic absences and conducts home visits after consulting with building administrators. Finally, both schools hold student meetings, involving the appropriate stakeholders (administrators, counselors, social workers, school resource officer, school nurse) to analyze attendance data on a monthly basis. After meetings, staff members communicate concerns with students and parents and frequently arrange for additional services including counseling, mentoring, or other support services provided by outside agencies.

**I. Technology and Connectivity – Mandatory Assurances**

1. The district has information regarding internet connectivity and the access to devices for all students and teachers in their places of residence. A survey was sent to all teachers and parents regarding internet connectivity and ability for online learning. Teachers will be expected to work in their classrooms, regardless of which model is adopted (in-person, hybrid, or remote). For 2020-2021, Waterville Central School District will be 1:1, distributing devices (Chromebooks) to all students in grades K-12.
2. The district has a written plan regarding school provided devices for both teachers and students. Teachers will be expected to work in their classrooms, regardless of which model is adopted (in-person, hybrid, or remote). For 2020-2021, Waterville Central School District will be 1:1, distributing devices (Chromebooks) to all students in grades K-12.
3. The district will ensure that all students will participate in learning and be able to demonstrate mastery of learning standards regardless of the model adopted (in-person, hybrid, or remote) or the availability of an appropriate internet

connection. The district will provide Chromebooks with embedded connectivity to accommodate those without internet service; the district will provide paper copies of assignments, books, and all other necessary materials to students in areas where connectivity is completely unavailable.

**J. Teaching and Learning – Mandatory Assurances**

1. The district's reopening plan includes a continuity of learning plan for the 2020-2021 school year. The Continuity of Learning Plan will include models for in-person, hybrid, and remote learning models with accompanying instructional schedules. All of these plans include both synchronous learning.
2. The district reopening plan accounts for all current educational programs and the delivery of curriculum in alignment with the NYS Learning Standards
3. The district and each school will provide an educational program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely, or through a hybrid model. Teachers will conduct live, synchronous teaching multiple times per day and during the school week regardless of the model adopted (in-person, hybrid, or remote).
4. Equity is at the heart of the Waterville Central School District Reopening Plan. Our instruction will remain the same. Teachers will conduct live teaching multiple times during the school week regardless of the model adopted (in-person, hybrid, or remote). The district will ensure that all students will participate in learning and be able to demonstrate mastery of learning standards regardless of the model adopted (in-person, hybrid, or remote) or the availability of an appropriate internet connection. The district will make all necessary accommodations to educate students, regardless of the model implemented (in-person, hybrid, or remote). The district will provide Chromebooks with embedded connectivity to accommodate those without internet service; the district will provide paper copies of assignments, books, and all other necessary materials to students in areas where connectivity is completely unavailable.
5. Our schools have a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information is accessible for all, available in multiple languages based on student and family needs, is widely disseminated, and includes clear and multiple methods for students and families to contact teachers and administrators. The district and schools utilize postal mail, district website, social media, messenger applications, student management system and learner management system in order to communicate widely and frequently with students, faculty and parents.
6. Waterville Central School District contracts with a private provider, Small Blessings to provide a Pre-Kindergarten program to district residents. The district also contracts with Mohawk Valley Community Action for Head Start program for district residents ages 3 to 4.

**K. Special Education – Mandatory Assurances**

1. In order to ensure that all classified students gain the most they can during this

school year, students with Individualized Education Programs and 504 plans will receive additional instruction upon implementation of the Hybrid Model. The Waterville Central School District will consider DOH, CDC, and SED guidance applicable to health and safety, while providing FAPE, to protect the health and safety of its SWDs and to protect the health and safety of its related service and special education providers. With the Hybrid model, Waterville Central School District will provide classified elementary students with in-person instruction on a daily basis. With the Hybrid Model, Waterville Central School District will provide classified Jr./Sr. High School students with three days of in-person instruction. Regardless of the model utilized, instruction will occur with consideration of DOH, CDC, and SED guidance applicable to health and safety for students and staff.

2. The student's IEP has and will remain the document that contains the progress of the disabled child. The Waterville Central School District will continue to document programs and services offered and provided in required documents and management systems for IEPs (ClearTrack). The providers of programs and services will continue to record attendance and participation/engagement of students, and log communication with parents.
3. Our parents are very engaged in the special education of their child. The director meets frequently with parents to ensure that the parents have a realistic understanding of their child's needs and abilities. The Waterville Central School District communicates with families through the mail, email, video/audio conferencing, by telephone, and in-person as permitted and with consideration of DOH, CDC, and SED guidance, in regard to the provision of services to his/her child to meet the requirements of IDEA in the preferred language of the parent(s).
4. Our CSE Chairperson is also the Chairperson for CPSE and Section 504, thus she has knowledge of the continuum of services and the needs of each child. The Waterville Central School District does ensure collaboration between CPSE and CSE and program providers where students are served to ensure an understanding of the provision of services, and recommendations on IEPs, ensure progress monitoring and communication of student progress, and the sharing of resources. In the Waterville Central School District, the functions of the CPSE Chair and CSE Chair are duties/responsibilities of one individual.
5. Our CSE/CPSE/ Section 504 chair is a strong advocate for the needs of students. The Chairperson holds periodic meetings with teachers and related service providers including therapists, speech language providers, occupational therapists, physical therapists, etc. Finally, the principal of Memorial Park Elementary is an alternate chair for 504 programs. This allows for intervention, support, and or assistance as needed. The Waterville Central School District will ensure access to necessary accommodations, modifications, supplementary aids and services, and technology (including AT) to meet the unique needs of students, as per committee recommendations and programs/services documented in plans of students with disabilities. The Waterville Central School District will provide in-person instruction daily, with consideration of DOH, CDC, and SED guidance applicable to health and safety for students and

staff, for its students with disabilities.

**L. Bilingual Education and World Languages – Mandatory Assurances**

1. The district will continue to screen students as part of registration for the purpose of ELL identification. The district will continue to follow our guidelines for all educational models for identifying ELLs.
2. The district will continue to provide instructional units of study to all ELLs based on their most recent measured English language proficiency.
3. The district will ensure and maintain regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. Schools have a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information is accessible to all, available in multiple languages, widely disseminated and includes multiple ways for students and families to contact school and teachers. The district and schools utilize postal mail, district website, social media, Blackboard Connect, and student management system in order to communicate widely and frequently with students, faculty, and parents.

**M. Teacher and Principal Evaluation System – Mandatory Assurances**

1. The district plans to adhere to the current approved APPR plan for both teachers and administrators. The APPR process, including teacher observations, serve a valuable role in identifying the strengths and areas of improvement for our educators.

**N. Certification, Incidental Teaching, and Substitute Teaching – Mandatory Assurances**

1. The Waterville Central School District will follow [Board of Education Policy #6101](#), Certification and Incidental Teaching which states that all employees filling positions for which certification is required shall meet certification requirements of the Commissioner of Education as implemented through the New York State Education Department Office of Teaching Initiatives. In order to meet the instructional needs caused by COVID-19, the Superintendent may assign a teacher to teach a subject not covered by the teacher's certificate if no certified teacher is available. The Superintendent, upon making the assignment, will promptly apply to the Commissioner of Education for approval of the assignment, in accordance with the Commissioner's regulations. Substitute teachers may be an important resource for schools during the COVID-19 crisis, as such, the Waterville Central School District will follow the [Board of Education Policy #6102 Substitute Teaching](#), which adheres to Education Law Subsections 3004 and the NYSED Commissioner's Regulations 80-5.3.
2. All of the district's teachers are certified in the area to which they are assigned.
3. The district will adhere to NYSED mandates regarding how many days a substitute teacher can teach (as a daily substitute teacher)

4. In an effort to ensure continued instruction, the district has hired two full time regular subs. These teachers are here daily and help to support our efforts.