



Willsboro Central School

A Return to In-Person Learning

District Reopening Plan

2020-2021

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Willsboro CSD Community:

Ending the 2019-2020 school year in the midst of a global pandemic was nothing anyone could have imagined. Yet our school community has shown its ability to navigate through this fluid situation with creativity, cooperation, and forward thinking.

Looking ahead to the upcoming school year, a lot of questions still remain about what school will look like and when we will “return to normal.” While some of those questions can’t be answered at this time, the district has been working hard to prepare students, families, and staff for a safe return to school for 2020-21. **The health and safety of all students, staff, and school community members remain our top priority.**

Toward this end, the district has developed a reopening plan to outline how we will provide for a safe and healthy return to school. This document details all of the safety precautions the district is undergoing to ensure a safe and healthy return to school.

Thank you for your support and partnership as we work together to maintain a healthy learning environment.

With Willsboro Pride,



Mr. Justin Gardner
Superintendent of Schools

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Introduction

On Monday, July 13, Gov. Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region.

Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While districts have been instructed to prioritize efforts to return all students to in-person instruction, the district is also planning for remote/distance learning as well as a hybrid model that combines in-person instruction and remote learning.

The plan outlined here is for the reopening of schools in the Willsboro Central School District for the 2020-21 school year, following the building closure related to the COVID-19 pandemic.

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the following institutions/agencies:

- [Centers for Disease Control and Prevention \(CDC\)](#)
- [New York State Department of Health \(NYSDOH\)](#)
- [New York State Education Department \(NYSED\)](#)

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our schools.

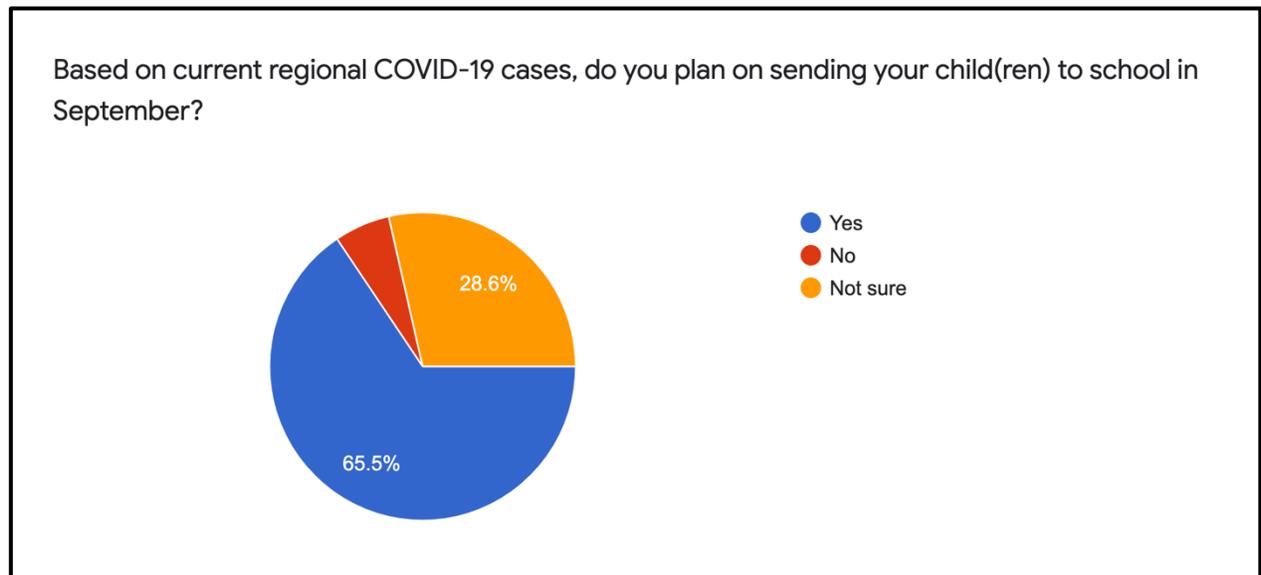
Superintendent of Schools, Justin Gardner, will serve as the district's COVID-19 Coordinator. The COVID-19 Coordinator will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

Communication

Regular and frequent communication between the Willsboro Central School District, its families, and the wider school community has always been an essential goal of the District. With all the uncertainty surrounding COVID's spread and its impact on the local community, communication and family engagement will be more important than ever this year. When families, schools, and communities work together and keep each other informed, students are more successful, and everyone benefits. As plans for reopening schools were being developed, the District gathered stakeholder feedback to inform decision-making while working together with families to foster trust and instill confidence.

To help inform our reopening plan, the district has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations.

Data from a parent survey conducted during the process of creating a reopening plan for the district helped guide decision-making and priorities by the district's reopening committee and administration. Specifically, survey results showed strong support for a return to in-person instruction.



Feedback from varied internal and external stakeholders will continue to be an essential part of our planning process. Online surveys for parents and staff were launched the first week of July to help the District better understand the concerns and questions individuals have as we consider a safe return to our school buildings. The survey asked respondents to share their thoughts and concerns on various issues related to the reopening of school. This feedback will help prioritize and refine the options being considered by the District in conjunction with guidance from Governor Andrew Cuomo, New York State health

officials, Essex County, the Centers for Disease Control (CDC), and the New York State Education Department.

The district is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with our school community. The district will continue to regularly and consistently communicate information through a wide array of platforms, including but not limited to:

- School Website
- Social Media (e.g. Facebook, Twitter, Instagram)
- Automated Call System
- Email
- News Media

The district has both phone and email support at (518) 963-4456 ext. 201 and district@willsborocsd.org respectively to communicate news, requirements, and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. The information that we will share will be based on state guidance and input from the district's reopening committee.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website www.willsborocsd.org/re-opening and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage under the "reopening" dropdown menu. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines. The plan can also be translated into other languages.

In support of remote learning, the district will make computer devices available to students and teachers who need them whenever possible. The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including phone and email contact.

The district will use existing internal and external communications channels to notify staff, students and families/caregivers about in-person, remote and hybrid school schedules with as much advance notice as possible. The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication.

The district is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the district will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover:

- Hand hygiene
- Proper face covering procedures (how to wear and remove)
- Social distancing
- Respiratory hygiene
- Identifying symptoms

The district will create and deploy signage throughout the district to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:

- Proper use of personal protective equipment (PPE)
- Acceptable face coverings and requirements related to their wear
- Hand washing
- Adherence to social distancing instructions
- Symptoms/prevention of COVID-19

In addition to signage, the district will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to Centers for Disease Control and Prevention (CDC) and DOH guidance regarding the use of PPE through additional means such as online or virtual training videos which can be found on the district website www.willsborocsd.org/re-opening.

The district is committed to creating a learning environment that protects student and staff health, safety and privacy. Our district will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Health & Safety section of our reopening plan.

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state's contact tracing protocols as implemented by the local health department. The district will not notify the wider community unless specifically directed to do so by local health officials.

Health & Safety

The health and safety of the students, our staff, and their families is our top priority. Health and safety considerations will always come first in every decision made and every action taken by the district. We want students and employees to feel comfortable and safe returning to school campuses.

School buildings must be safe places in order for students to learn effectively. Having healthy students and staff are not only critical to the education children receive, but also to the teachers and staff who deliver that high-quality education. A healthy and safe return to school will include the District aligning its protocols with guidance from the State, federal, and local levels. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 safety coordinator at district@willsborocsd.org or (518) 963-4456.

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, visit the [Communication](#) section of our reopening plan.

Whether instruction is provided in-person, remotely, or through some combination of the two, the District will educate and communicate with the school community about the everyday preventive actions they can take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks
- Healthy Hygiene Practices
- Social Distancing
- Personal Protective Equipment (PPE) and Cloth Face Coverings
- Management of Ill Persons
- Cleaning and Disinfection

Nursing Services

The school nurse is an essential member of pandemic preparedness, reopening, and re-entry planning. School nurses are on the front lines of exposure to students who are sick or who are asymptomatic but infectious. Plans and protocols have been developed to provide training to recognize signs and symptoms as well as health hygiene training for students and employees. PPE requirements for school health office staff caring for sick individuals includes both standard and transmission-based precautions. In areas with moderate and substantial community transmission, eye protection (e.g., goggles or face shield) should be added. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown,

eye protection, and a fit-tested N-95 respirator will be used (if an N-95 respirator is not available, a surgical face mask and face shield will be used). PPE requirements for school health office staff caring for sick individuals includes both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (e.g., goggles or face shield) should be added.

School health office cleaning will occur after each use of cots, bathrooms, and health office equipment (e.g., blood pressure cuffs, otoscopes, stethoscopes). Health office equipment will be cleaned following manufacturer's directions.

Disposable items will be used as much as possible (e.g., disposable pillow protectors, disposable thermometers, disposable thermometer sheaths or probes, disposable otoscope specula).

Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. The district requires the following PPE to be worn during AGPs: gloves, N-95 or a surgical mask with face shield, eye protection and a gown. PPE will be used when: suctioning, administering nebulizer treatments, or using peak flow meters with students who have respiratory conditions.

Treatments such as nebulized medication treatments and oral or tracheostomy suctioning will be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse will leave the room and return when the nebulizer treatment is finished.

Cleaning of the room will occur between each use and cleaning of the equipment should be done following manufacturer's instructions after each use.

Health Checks

The district has developed resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. The resources include the requirement for any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection to not come to school. The Centers for Disease Control and Prevention (CDC) [list of Coronavirus symptoms](#) was used to develop these resources.

Daily temperature check and completion of the screening questionnaire provided in the [New York Forward Pre-K to Grade 12 School Guidelines](#) for staff, contractors, vendors, and visitors (prior to arrival at school) is required. The district will implement the following practices to conduct mandated health screening. An electronic survey tool shall be used for daily health screening for all employees, located on the school website. Parent/guardians

are required to complete health checks of their child prior to arrival to school, most notably assurance of temperature not exceeding 100°F.

All steps shall be taken to ensure all students are treated equally and students whose parent/guardian did not complete the screening are not singled out. Multiple avenues of screening completion shall be used, including having the school nurse take student temperatures randomly. In no instance will a child be excluded from school due to lack of home screening. Any such instance requiring screening to be completed at school shall be treated in a confidential matter with the screening being completed as quickly as possible to minimize time away from class.

Any screening data shall be kept confidential by the COVID-19 safety coordinator in a secured database. Information will be segregated and shared with respective administrators/supervisors for attendance and job responsibility purposes.

Contract Tracing

The district shall ensure compliance with [contract tracing protocols](#). The district will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test results by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district.

To assist the local health department with tracing the transmission of COVID-19, the district has developed and maintained a plan to trace all contacts of exposed individuals in accordance with protocols, training, and tools provided through the New York State Contact Tracing Program.

The district shall assist with contract tracing by:

1. Keeping accurate attendance records of students and staff members
2. Ensuring student schedules are up to date
3. Keeping a log of any visitor which includes date and time, and where in the school they visited
4. Assisting the local health department in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

Confidentiality shall be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

Information about COVID-19 containment efforts will be communicated to students, families, and staff members via district website, social media, email, and automated calling system.

In the event that a large-scale testing for COVID-19 will need to be conducted at the school, the district will work with the local health department to do so.

Infection Control Strategies

Spaces are designated in school buildings for isolation from others and immediate dismissal from school if an individual has a temperature of 100°F or greater or has a positive response to a screening question. Students and staff must notify the school when they develop symptoms or if their answers to the health screening questionnaire change during or outside school hours. The school nurse and building administrator serve as the primary point of contact for this notification.

The district requires students, faculty, or staff members who develop COVID-19 symptoms during the school day to report to the nurse's office and the dedicated isolation area, prior to being picked up or otherwise sent home. Students will be supervised in the isolation area while awaiting transport home and will be separated by at least 6 feet. Students will be escorted from the isolation area to their parent/guardian. Students or staff will be referred to a healthcare provider and provided resources on COVID-19 testing.

If there are several students waiting to see the nurse, students must wait at least 6 feet apart. The district has designated areas to separate individuals with symptoms of COVID-19 from other until they can go home or to a healthcare facility, depending on severity of illness. One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies.

Protocol for Confirmed Case of COVID-19

If there is a confirmed case of COVID-19 at Willsboro Central School:

- Isolate and transport those who are sick
 - Make sure that staff and families know that they (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 (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
 - Immediately separate staff and children with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidelines for caring for oneself and other who are sick](#)
 - Use the designated isolation room to separate anyone who has COVID-19 symptoms or test positive but does not have symptoms
 - Establish procedures for safely transporting anyone who is sick to their home or healthcare facility. If calling an ambulance or transporting the person to the hospital, alert them first that the person may have COVID-19
- Clean and disinfect
 - Close off areas used by a sick person and do not use these areas until after [cleaning in disinfecting](#)

- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible
- Notify Health Officials and Close Contacts
 - In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA)
 - 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

Return to School After Illness

Protocols have been established for return to school/work after COVID-19 case, in consultation with local health departments, about the requirements for determining when individuals, particularly, students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation
2. Negative COVID-19 diagnostic test result
3. Symptom resolution, or if COVID-19 positive, release from isolation

The district will refer to the DOH's "[Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)" regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had [close or proximate contact](#) with a person with COVID-19.

If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours
- If they have been diagnosed with another condition and a healthcare provider has issued a written note stating they are clear to return to school

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms, they should not be at school and should stay home until:

- It has been at least ten (10) days since the individual first had symptoms;
- It has been at least three (3) days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three (3) days since the individuals symptoms improved, including cough and shortness of breath

The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of the individual from quarantine and return to school will be conducted in coordination with the local health department.

Vulnerable Populations/Accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or simply do not feel comfortable returning to an in-person educational environment. The district shall work to identify vulnerable populations, those at increased risk for COVID-19 illness, with the assistance of the designated school physician and the COVID-19 safety coordinator. As applicable, the following may occur:

- Provision of additional PPE
- Modification to work/educational services
- Isolation and containment of people with symptoms

The district Business Office will engage in an interactive dialogue with any employee who may have a reason for not returning to work in person, and notify the Superintendent of Schools as appropriate of the need for dialogue.

Social Distancing

The district has developed a plan with policies and procedures for maintaining social distancing of all students, faculty, and staff when on school facilities, grounds, and transportation (to the best extent possible on buses). The plans are consistent with USDOL OSHA standards: [Spatial Relationships-Maximizing Social Distancing \(Protocols\)](#). A “cohort” model for grades PK-6 shall be instituted to minimize transitions. Classroom capacity, primarily the number of desks in classrooms has been assessed. Spaces such as gyms, libraries, and/or computer labs may be repurposed for instruction.

Reduced transitions and avoidance of congestion in shared spaces (hallways, reduced locker use, common areas) is vital. One-way directional signage will be used as much as feasible.

Even with the existence of social distancing of six (6) feet, proper face coverings must be worn in common areas such as hallways or school buses. For those medically unable to wear face coverings, accommodations will be made to ensure social distancing.

Face Coverings & PPE

The district understands and affirms that wearing of face coverings, required for students and staff. Students, staff, and visitors to our schools will be expected to wear face coverings. Students will be allowed to remove face coverings during meals, portions of instruction under the guidance of the teacher, and for short breaks so long as they maintain appropriate social distance. Students who are unable to medically tolerate a face covering will not be required to wear one. A medical note will be required to exempt a student from wearing a mask. Students medically exempt from wearing a mask may have other PPE like a face shield provided.

Students and staff will need to be prepared to wear a face covering in case another person unexpectedly cannot socially distance, they will thus be required to wear a face covering in all common areas (e.g., entrances, exits) and when traveling around the school.

Students, staff and visitors to our schools will be expected to wear face coverings indoors and outside, including on the school bus, when six-foot physical distancing is not possible.

The district shall provide a washable, cloth face cover to all employees and students at no cost. Students and staff are allowed to wear personal face coverings as well. A disposable face covering will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

An employee is allowed to wear their own acceptable face covering if they choose. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering will not 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 there will be designated periods of time when masks are not worn.

Face coverings should not be placed on:

- Children younger than 2 years old
- Students where such covering would impair their health
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The district will 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

A video tutorial on these health precautions can be found on the district website www.willsborocsd.org/re-opening.

In-person gatherings will be limited as much as possible and video or tele-conferencing will be utilized whenever possible. Essential in-person gatherings (e.g. meetings) should be held in open, well-ventilated spaces with appropriate social distancing among participants.

Employees should not congregate in customary employee gathering areas (e.g. mail room, time clocks, break rooms, copiers, supply closets, restrooms). Employees are instructed to attend to the matter at hand and then proceed immediately to their individual work space.

District vehicles will be limited to one occupant when practicable. If more than one occupant is necessary, all occupants are required to wear face coverings when in the vehicle.

Partition barriers will be installed in some office workspaces to inhibit safe interaction between employees and visitors.

Health Hygiene

The district will emphasize healthy hygiene practices for students and staff by providing initial and refresher education in hand and respiratory hygiene, along with providing adequate supplies and time for frequent hand hygiene. Signs will be posted throughout the school (e.g., entrances, restrooms, cafeteria, classrooms, administrative offices, auditorium, custodial staff areas) and regular messaging will be shared with the school community. Signage will be used to remind individuals to:

1. Stay home when they feel sick
2. Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from other or in accordance with any stricter policy implemented by the school
3. Properly store and, when necessary, discard PPE
4. Adhere to social distancing instructions
5. Report symptoms of, or exposure to, COVID-19
6. Follow hand hygiene, and cleaning and disinfection guidelines
7. Follow respiratory hygiene and cough etiquette

Hand Hygiene

Students and staff must carry out the following hand hygiene practices:

- Wash hands routinely with soap and water for at least 20 seconds
- Dry hands completely after washing. Use paper towels to dry hands if available instead of a hand dryer if they are available
- If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol. Hand sanitizer should be rubbed on the hands until it is completely absorbed. DO NOT dry hands if sanitizer is used

Hand washing should occur:

- Before and after eating (e.g. snacks and lunch)
- After going to the restroom or after assisting a student with toileting
- After using a tissue

- Before and after using shared materials
- After coming in from the outdoors
- Anytime hands are visibly soiled

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, the district will emphasize the importance of respiratory hygiene.

Students and staff must carry out the following respiratory hygiene practices:

- Cover a cough or sneeze using a tissue. If a tissue is used, it should be thrown away immediately
- If you don't have a tissue when sneezing or coughing, sneeze into your elbow.
- Wash your hands after sneezing or coughing
- Face coverings are protective. Wearing a face covering will keep the respiratory droplets and aerosols from being widely dispersed into the air

Facilities

When students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged. The district will continue to adhere to the established Building Code of New State.

The district plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

Cleaning & Disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by [Disinfecting and Cleaning of Facilities](#), the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection. Protocols for daily disinfection of all spaces have been reviewed extensively with cleaning and custodial staff. Specialized equipment for sanitizing spaces and buses have been purchased and staff trained on proper use.

Examples of facility types where cleaning and disinfection frequency will be distinguished include

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens

- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical
- Accommodations for students who cannot use hand sanitizer will be made

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

Additional information about cleaning and disinfection will be communicated to students, families, and staff members via district website, social media, email, and automated calling system.

Cleaning Protocols

- Ensure safe and correct application of disinfectants ensuring adequate contact times
- Students should not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities
- Keep products away from children
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods
- Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility. Follow NYS DOH and/or local Public Health guidelines

- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces

Frequently touched surfaces in common areas shall be cleaned and disinfected at least daily. Examples include (but are not limited to):

- Door knobs
- Light switches
- Tables
- Countertops
- Desks
- Phones
- Restrooms
- Handrails
- Faucet handles
- Drinking fountains

Cleaning/Disinfecting Procedure

Appropriate cleaners:

- Surface cleaner
 - Spray bottle
 - Bucket
- Soap & water
 - Spray bottle
 - Bucket

*Spray bottle recommended to minimize cross contamination

Step 1. Clean

- Wear disposable gloves or any other required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces (i.e. PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies)

Step 2. Disinfect

- Disinfecting kills germs on surfaces

- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
- Take all precautions on the label such as PPE, and safe handling procedures
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keeping the surface wet for the entire contact/dwell time (see product label)
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product
- Diluted bleach solutions may also be used if appropriate for the surface
 - 1/3 cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
 - Bleach solutions should be made fresh and not kept for more than 24 hours
 - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
 - Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation
 - Never mix bleach with ammonia or any other cleanser
 - Leave solution on the surface for at least 1 minute

Laundering

- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant
 - Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
 - If masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
 - Face coverings must be completely dry before wearing
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick can be washed with other people's items
- Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces
- Remove gloves and wash hands right away

Classrooms:

- Teachers may be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies

- Keep cleaning supplies out of reach of children
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses.
- In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible
- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Classroom

- Clean and disinfect high touch surfaces (but not limited to):
 - Classroom desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area (if applicable)
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Restrooms and Locker Rooms

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces (but not limited to):
 - Drinking Fountains
 - Door handles and push plates
 - Light switches

- Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Restock all toilet paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Common Areas (Hallways)

- Clean and disinfect high touch surfaces (but not limited to):
 - Drinking Fountains
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Handrails
 - Buttons on vending machines
- All trash receptacles emptied and trash removed
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Walls are spot cleaned, when soiled
- Carpets are spot cleaned
- Make sure all windows are locked
- Make sure all unoccupied classrooms are locked

Medical Office

- Clean and disinfect health cots regularly (after each student use)
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces (but not limited to):
 - Classroom desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors full mopped

- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Clerical/Administrative Offices

- Clean and disinfect high touch surfaces:
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Frequently touched surfaces in common areas shall be cleaned and disinfected at least daily. Examples include (but are not limited to):

- Door knobs
- Light switches
- Tables
- Countertops
- Desks
- Phones
- Restrooms
- Handrails

- Faucet handles
- Drinking fountains

For frequently touched electronic devices it is recommended that hand sanitizing stations are provided with directions to sanitize hands before and after use of the device. Examples include (but are not limited to):

- Touch screens
- Copier controls
- Keyboard & mouse

Playgrounds

- Playgrounds should be cleaned per CDC guidance:
 - outdoor areas, like playgrounds in schools generally require normal routine cleaning, but do not require disinfection
 - do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public
 - high touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely
 - cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended

Shared Athletic/Gym Equipment

- Shared athletic/gym equipment (e.g., balls, protective gear) should be cleaned between use per manufacturer's directions
- OT/PT equipment should be cleaned between use per manufacturer's directions
- Shared use of equipment should be limited to the extent possible

Exterior Doors

Ensure that proper signage is posted on exterior doors to inform building occupants and visitors of what needs to be considered prior to coming into the building. This shall include a health screening, face mask requirements, phone number for visitors to use for health screening questions, etc.

Additional Facility Procedures/Protocols

Hallways

- Consider the following for hallways:
 - Place directional movement (signage)
 - Walk on the right side with your right shoulder toward the wall
 - Where lines may form place floor markings every 6 feet

General Office Area

- Reduce tasks requiring large amounts of people to be in one area
- Staff should not linger or socialize in common areas

- Eliminate reception seating areas and request that visitors phone ahead or install a plastic partition at the reception area
- Review floor plans and remove or reconfigure seats, furniture and workstations as needed to preserve recommended physical distancing in accordance with 6 ft. guidelines
- Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas
- Employees strongly encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, should be held in open, well-ventilated spaces with appropriate social distancing among participants
- Staff members are strongly encouraged to wear face coverings in all meetings, even if 6 ft. social distancing is maintained
- Designated areas for pick-ups and deliveries shall be established, limiting contact to the extent possible
- Hand hygiene stations for personnel will be provided and maintained, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer for areas where handwashing is not feasible
- Employees are asked to tidy and clean their personal workspaces at the end of each workday to assist in disinfection activities

Break rooms:

- Temporarily remove amenities that are handled with high contact frequency, such as water coolers, coffee makers, and toasters
- Use of these items by multiple people should be discouraged. If they must be used then each person should wipe the touch surfaces with disinfectant wipes or use a cleaning spray to wipe them off, before and after use
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate
- Stagger lunch breaks to minimize occupancy in break rooms and allow for social distancing
- Congregating in kitchen areas should be discouraged
- Seating and tables should promote social distancing
- Postings and reminders must be placed in these areas
- Cleaning and/or disinfecting supplies must be supplied in these areas

Copier Rooms/Areas

- Small spaces (i.e.: copy rooms, mail rooms, etc.) will be occupied by only one individual at a time
- Congregating in copier rooms/areas is strongly discouraged

Security Cameras and Software

- Verify that cameras are operational, they may be useful if you have to track the movement of an individual through a building that is suspected to have or has the COVID-19 virus

Filtration and Ventilation

The district has clear protocols for the enhancement and maintenance of filtration and ventilation. The protocols are as follows: Filtration and ventilation meet or exceed minimum requirements. The protocols serve to ensure adequate, code required ventilation (natural or mechanical), with the goal of increasing ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols, particularly for younger students. Working with engineers, the district has established proper filtration requirements, both type and frequency of replacement.

For HVAC systems suspected to be contaminated with SARS-CoV-2, it is not necessary to suspend HVAC system maintenance, including filter changes, but additional safety precautions should be taken. The risks associated with handling filters contaminated with coronaviruses in ventilation systems under field-use conditions have not been evaluated. Workers performing maintenance and/or replacing filters on any ventilation system with the potential for viral contamination should wear appropriate Personal Protective Equipment (PPE):

- A properly-fitted respirator (N95 or higher)
- Eye protection (safety glasses, goggles or face shield)
- Disposable gloves

Some things to remember include:

- Consider letting the filter load up further than usual to reduce frequency of filter changes
- Don't let pressure drop increase enough to disrupt room pressure differentials
- Confirm filters remain snug in their frames

When feasible, filters can be disinfected with a 10% bleach solution or another appropriate disinfectant, approved for use against SARS-CoV-2, before removal. Filters (disinfected or not) can be bagged and disposed of in regular trash.

When maintenance tasks are completed, maintenance personnel should immediately wash their hands with soap and water or use an alcohol-based hand sanitizer. A schedule for cleaning and/or replacing HVAC filters will be kept by the Director of Facilities.

Water Systems

The building water distribution system and all outlets shall be flushed for at least 10 minutes before buildings are reoccupied. Consider documenting flush times.

Bubblers/Drinking Fountains

Bubblers/drinking fountains will be closed off to reduce the spread of the virus. All district drinking fountains are equipped with touchless bottle filling stations to allow for safe usage of students without contamination between uses. Paper cups and an open garbage can for waste will be provide at each bottle filling station.

Visitors on Campus

No outside visitors or volunteers will be allowed on school campuses, except for official purposes or for reasons related to the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings. Visitors must follow all safety protocols as listed above.

Protocols for deliveries to school buildings limit entry into buildings whenever possible. Delivery areas will be marked and separate ingress and egress are designated for this purpose whenever feasible.

Public Use of Facilities and Grounds

Any allowable use of school facilities must be subjected to the same guidelines required for all other school operations.

School Safety Drills

The district will conduct fire (evacuation) drills and lockdown drills as required by education law and regulation and the fire code without, exceptions. Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Drills will be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Examples of required plans and drills include:

- Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans
- Education Law 807 requires that schools conduct eight (8) evacuation and four (4) lockdown drills each school year. Conducting drills is an important part of keeping students and staff safe in an emergency; however, steps shall be taken to minimize the risk of spreading infection while conducting drills

Procedures shall be implemented to modify school safety drills to ensure social distancing between persons. Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation and lockdown, the most imminent concern is to get to safety. Maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

The district modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classrooms, minimizes contact of students in hallways, stairwells, and at the evacuation site.

- If schools reopen with a “hybrid” in-person model, such as one where students attend following alternate school weeks structure to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to lockdown drills may include but are not limited to:

- Conduct lockdown drills in classroom settings while maintaining social distancing/using masks
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person
- Conduct lockdown drills in classrooms without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom

School Closures

A closure refers to contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education. The district will collaborate with the local health department to determine the parameters, conditions or metrics (increased illness in school, community, or region) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. The decision for school closure (reduction of in-person education) shall be in consultation with state and county health departments, and plan for an orderly closure; such conditions may include, but not limited to:

- Schools will close if the regional infection rate rises over 9% after August 1. Schools will close if the 7-day rolling average of the infection rate is above 9%
- Schools in regions in Phase 4 can reopen if the daily infection rate remains below 5% using a 14-day average, unless otherwise directed from the local health department
- If the infection rate rises above 9%, schools must wait until the 14-day average is below 5%
- Once schools open at Phase 4 below 5% for a 14-day rolling average, schools can remain open even if the rate continues to rise about 5% until it reaches 9% for the 7-day average
- If absentee rates impact the ability of the school to operate safely

The district may choose to modify operations prior to closing to help mitigate a rise in cases. For instance, if infection rates are rising above 5%, consideration may be given to modifying school operations for medically vulnerable students and staff if they are participating in in-person activities.

The school closure rubric, created in cooperation with other regional districts and with cooperation from local health departments, outlines the decision-making rubric the district will follow when determining the opening/closure of school due to COVID-19 cases.

Willsboro Central School Closure Response Criteria				
Level of Community Spread, based on State and Local Public Health L - M - S 	Criteria 1	Criteria 2	Criteria 3	Criteria 4
	1 Student or 1 staff member at One Site OR 1 Student or 1 staff member at Multiple Sites in different clusters	2-4 Students or staff members at One Site OR 2-4 Students or staff members at Multiple Sites in different clusters	5+ students or staff members at One Site <u>or</u> in one cluster	5+ students or staff members in multiple clusters
Low/No Spread (2 or less cases per 37,000)	L - 1 Close school(s) for up to 24-hours	L - 2 Close schools(s) for 72-hours (minimum)	L - 3 Close individual school or cluster for 14 days (minimum)	L - 4 Close zone/region/district for 14 days (minimum)
Moderate (2 to 37 cases per 37,000)	M - 1 Close school(s) for up to 24 hours	M - 2 Close school(s) for 72-hours (minimum)	M - 3 Close individual school(s) or cluster(s) for 14 days (minimum)	M - 4 Close zone(s)/region/district for 14 days (minimum)
Substantial (Greater than 37 cases per 37,000)	S - 1 Close school(s) for up to 72-hours	S - 2 Close school(s)/zone/region/district for 72-hours (minimum)	S - 3 Close school/zone/region/district for 14 Days (minimum)	S - 4 District Closed Until Further Notice

The district shall consult the local department of health when making such decisions. Determination will be made as to which operations will be decreased, or ceased and which operations will be conducted remotely; a process to conduct orderly closures which may include phasing, milestones, and involvement of key personnel shall be made by the Superintendent of Schools.

Information about school closure will be communicated to students, families, and staff members via district website, social media, email, and automated calling system.

Child Nutrition

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished. School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

The district will continue to provide nutritious meals following federal and state nutrition guidelines so that students will be nourished properly. Federal and/or state waivers, will update school policies, standard operating procedures and trainings to ensure compliance with Child Nutrition Program requirements.

The district is part of the Community Eligibility Program and will continue to offer free meals to all of its students. The district will identify families that may now qualify for benefits than prior to the public health emergency due to changes in the economy. Before school starts, reminders will be sent to families that they can submit a new application for free or reduced-price meals right now and at any time during the school year. Multiple opportunities will be provided for families to complete meal benefit applications. The district will assess if new technology may be needed in order to provide online household applications, obtain electronic signatures or transfer protected student identifying information. Applications will be made available online and at the front office of each school site and provide phone and in-person support to assist families in applying.

The district will develop program-specific information that details program activities that affect families such as:

- Availability of meals
- Payment methods
- Use of vending machines
- A la carte sales
- Outside food brought into the building
- Restrictions on visitors during the meal service

Meals Onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students. The sharing of food and beverages (e.g., buffet style meals, snacks) is

prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

The district will ensure measures to protect students with food allergies if providing meals outside the cafeteria, incorporating recommendations and guidance from the [United States Department of Agriculture Food & Nutrition Service \(USDA-FNS\)](#).

Protocols and procedures will be implemented 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. The district will implement 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 using guidelines described above.

Appropriate signage will be posted for healthy hygiene practices and visual aids on the floor will be used to illustrate appropriate spacing to support social distancing.

The district will address all applicable health and safety guidelines including but not limited to the following:

Required Personal Protective Equipment (PPE)

- Gloves
- Face Coverings
- Face Shield

Cafeteria

- Signage posted on how to stop the spread of COVID-19, hand hygiene, protective measures, and properly wear face coverings
- Students will not use pin pad at the register. Cafeteria employee will enter student account information
- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60% alcohol, tissues, wipes and no-touch trash cans
- Ensure adequate PPE is available
- Shorten and /or stagger mealtimes
- Serve food in alternate locations (classrooms) for breakfast and/or lunch
- Avoid sharing of foods and utensils

Food Service Staff

- Will conduct daily staff health screenings
- Maintain social distancing as much as possible
- Wear cloth face coverings at all times during food prep, in serving area and while delivering foods to classrooms
- Use all chemical cleaners and disinfectants according to the manufacturer's recommended instructions

- Wear all required PPE when cleaning and using chemicals
- Follow [US CDC Guidelines for Cleaning and Disinfecting](#)
- 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 or 70% isopropyl alcohol

Cleaning/Disinfecting Protocols

- Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques
- Ensure safe and correct application of disinfectants and keep products away from children
- Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC guidelines and all high touch surfaces are routinely cleaned and disinfected. Staff will maintain logs that include the date, time, and scope of cleaning
- Clean all areas with soap and water. Replace the cleaning agent frequently. Then, use disinfectants at the end of the day and when time allows for drying as to not expose children to their harmful effects
- Use EPA-registered disinfectant. Follow the instructions on the label.

Food Preparation Areas & Contact Surfaces

- If possible, minimize shared workspaces
- Consider dedicating employees to certain task, at separate workstations
- Place adhesive floor mats at entrances and at entrances of food prep areas
- Cover any exposed clean silverware, dishes, glasses, pots and pans

Other factors to minimize exposure

- Prevent people from self-serving food items
- Eating utensils and napkins will be provided directly by staff
- Plan to serve high-risk students separately from other students
- Floor markings six feet apart to promote social distancing while waiting in line
- Prohibit food sharing activities
- No shared condiments
- Food delivery on carts to classroom
- Continue the use of adequate PPE use while delivering food
- Cash will not be accepted, pre-payment or payment online only
- Cafeteria seats will be marked for seating and spaced six feet apart for social distancing

Meals Offsite/Remote

Meals will be delivered directly to the homes of any students learning remotely. Designated food delivery schedules will be communicated to families via district website, social media, email, and automated calling system.

Transportation

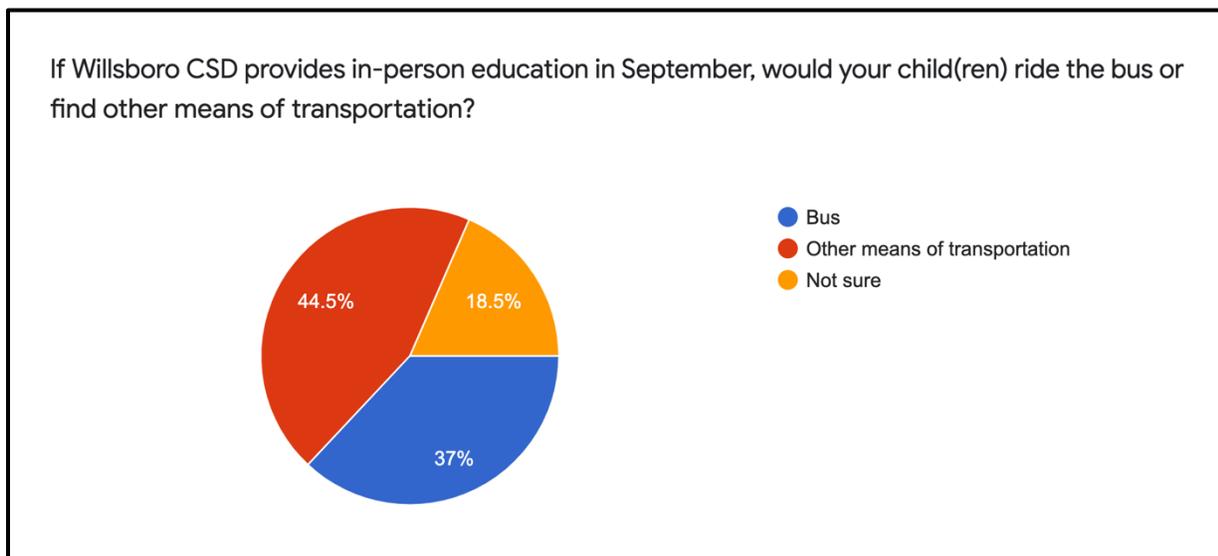
The district will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. The school bus is an extension of the classroom; therefore, many of the safety protocols that apply to school buildings (like face coverings and frequent cleaning) will be applied to the school bus, as well. Health screenings of all students will be performed at home by parents/guardians prior to students boarding buses.

All students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable. Students who do not have a mask will not be denied transportation. Each bus will be supplied with disposable masks for students use when necessary.

Bus capacity will be limited by providing separate bus runs for elementary (PK-5) and secondary (6-12) students:

- Elementary bus run will include morning pickup times similar to previous years (7:00-7:45 AM) while afternoon drop-off for elementary students will occur at approximately 2:15-3:00 PM
- Secondary bus runs will include morning pickup times at approximately 8:00-8:45 AM while afternoon drop-off for secondary students will occur at times similar to previous years (3:15-4:00 PM)

The district encourages parent/guardians to consider dropping their child(ren) off at school to assist in reducing density on buses. Data from a parent survey regarding transportation showed a large number of parent/guardians that plan to transport their own children which may further reduce student density on buses.



Students will be assigned seats to ensure social distancing to the extent practicable. Students from the same household may be seated together without social distancing.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced.

All buses that are used every day by districts and contract carriers will be cleaned/ disinfected at least once a day. High contact spots will be disinfected after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses. Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

When temperatures are above 45 degrees Fahrenheit, school buses should transport passengers with roof hatches or windows slightly opened to provide air flow.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

School Bus Staff

School bus drivers, monitors, attendants and mechanics are required perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19, they will notify their employer as per the reporting policies and seek medical attention.

School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.

Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Provide protocols for bus drivers, monitors and attendants including:

- The driver, monitor, and attendant may wear gloves if they choose to do so but are not required unless they must be in physical contact with students
- Transportation staff should be encouraged to wash their hands with soap and water before and after am and pm runs to keep healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:
 - touch your eyes, nose, and mouth with unwashed hands
 - touch a contaminated surface or objects
 - blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

When students embark and disembark the bus, they should follow social distancing protocols. This will increase the time required to load and unload buses at schools in the morning and afternoon. Staggered arrival and departure times will be implemented to ensure social distancing.

Since hand sanitizer is not permitted on school buses, students will wash hands with soap and water or hand sanitizer when entering the building or classroom.

Social Emotional Well-Being

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. The district has made available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instructions.

The district has increased counseling staffing in preparation for school the 2020-2021 school year to better meet the emotional needs of our students. Additionally, the district has proactively requested additional mental health counseling support from outside agencies in order to support the potential increased mental health needs of students.

The district's comprehensive school counseling program plan, developed under the direction of our certified school counselor, has been reviewed and updated to meet current needs. The guidance plan is a vital part of reopening process and serves as a central focus of the district's effort to offer an effective school counseling program that will focus on the social emotional well-being of all students.

The district's Child Support Team (CST) will meet regularly to monitor and identify students in need of additional support.

The district has and will continue work towards becoming a trauma informed school by partnering with local partners/agencies. To continue to address this goal, professional development opportunities will be scheduled 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.

The district shall continue to provide professional development opportunities and talking points 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 resiliency skills for students, faculty, and staff.

School Schedules

COVID-19 required schools to make critical adjustments to their instructional model in March 2020 with little or no time to plan. The district reopening plans for the 2020-2021 school year focuses on resuming in-person instruction to the extent practicable.

Scheduling decisions have been informed by health and safety standards and the most up to date guidance from the New York State Department of Health.

In developing a school schedule, consideration was given to the needs of students, families, and staff as well as the realities of available space and student enrollment within the district. Schools have been given the ability to restructure their programs using flexible scheduling models, taking advantage of in-person, remote, or hybrid learning models, and to provide synchronous and/or asynchronous instruction.

Per the New York State Department of Health guidance, the district plan addresses a combination of in-person instruction and also remote and hybrid models, which may be necessary at various times throughout the 2020-2021 school year. In cases where in-person instruction may be limited to only a portion of the district's student body, hybrid models that involve remote learning will prioritize in-person attendance first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and will balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations. These priorities if applicable shall be determined at the district level based upon the needs of student populations.

If COVID-19 cases develop, the district may consider restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures. In such instances, the district may choose to temporarily move classes where an individual has tested positive for COVID-19 to remote/virtual format until all contacts can be identified, notified, tested, and cleared. To maximize in-person instruction, the district has considered measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- adjusting class or work hours, where appropriate and possible;
- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts.

Regardless of the instructional model in place, equity and access is a priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

Transitioning Back to School

The school calendar typically includes one or more staff-only days throughout the year. Acknowledging the challenges that teachers, staff, and student will encounter upon transitioning back to school, the district will shift those days to the start of the school year to focus on in-service, professional learning days.

These days will also be utilized for student orientation. This time will allow small groups of students to meet with their teacher(s) and begin to establish the relationships necessary for a successful school year.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing and other safety etiquette at developmentally appropriate levels.

Attendance & Chronic Absenteeism

Improved school attendance generally increases student achievement and decreases dropout rates. The district recognizes that every student has a right to educational opportunities that maximize personal academic, physical, and social growth. Attendance is an important factor in school success for students. The educational program offered by the Willsboro Central School District is predicated upon student presence and requires continuity of instruction and active classroom participation, whether learning occurs in-person or remotely. It is critical for schools to use a variety of creative methods to reach out to students and their families who may not have engaged in remote learning.

School attendance is a right, obligation, and responsibility in New York State. Attendance will be closely monitored in conjunction with the WCS Attendance Policy and any appropriate New York State guidance. Initiating an educational neglect or Person in Need of Supervision (PINS) proceeding will be a last resort and the district will work with local agencies and the department of social services prior to bringing any legal action against students or their families.

Flexibility will be considered when monitoring attendance in a remote model since parent schedules, availability of technology, or other barriers that may preclude students from connecting with teachers. However, student attendance for all students, both those learning in-person and remotely, will be required and recorded on all school days. For students learning remotely, attendance will be taken using Google Classroom. Our younger student population (PK-2) will require parental involvement and support.

Students and parents/guardians are responsible for providing credible written notification of the reason for any absence upon the student's return to school. A note from a medical professional may be required. In addition, the parent/guardian should contact the school on the date of the student's absence.

Attendance shall be taken at the beginning of each period of scheduled instruction. Each classroom teacher shall record the presence or absence of students in a classroom (in-person as well as virtual) and shall report all absences or tardies either electronically or in paper form.

In the event that a student is absent from school without notification to school personnel, school personnel will contact the student's home to confirm the student's absence. If no contact with a parent or person in parental relation is made at home, such contact will be made at the place of employment of the parent or person in parental relation. If, in either situation, no contact is made, a message will be left requesting that the parent or person in parental relation call the school to verify the student's absence.

Technology & Connectivity

For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet are essential for educational equity. Even before the COVID-19 pandemic, the inequitable access to technology and internet services in students' places of residence was a priority to be addressed. The closure of New York schools and subsequent shift to remote learning only highlighted this urgent need. The period of remote learning due to school closures presented significant challenges, especially due to the digital divide, but also unprecedented opportunity for schools, students, and families to leverage technology to support instruction, learning, communication, and meaningful connections.

The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. Technology and connectivity remain essential areas of focus for the District.

Regardless of whether in-person, remote, or hybrid models are utilized, the District will seek to provide students and teachers, with access, to the extent practicable, to:

- A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet, for their exclusive use
- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot). However, unfortunately, reliable cellular coverage which hotspots rely on for data use, is often challenging within the district boundaries
- When students and teachers may still lack internet access in their places of residence, the District will provide internet access availability by boosting Wi-Fi signals in school parking lots

Additional District Reopening Considerations/Actions:

- Survey parents and guardians to determine the level of access to computing devices and high-speed internet to which students have access in their places of residence.
- Provide professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.
- Provide instruction to students to build digital fluency.
- Adjust Information Technology (IT) Support as necessary to support teachers, students, and families. The following innovative strategies identified by NYS educators may be possible considerations for increasing IT support.

- Ensure student data privacy and security will be maintained and that the school and/or district are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
- Consider streamlining the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, platforms, and resources utilized during school closures.
- Provide both support and flexibility to students when designing remote/blended/online learning experiences to decrease stress and increase equitable access for students and families. Additional flexibility may include, but will not be limited to, weekly instead of daily deadlines and choice boards with activities requiring varied levels of technology access. For students with extremely limited internet access, the District may provide materials and assignments on a flash drive or other file storage device.

Teaching & Learning

The Willsboro Central School District will continue to provide all students with access to high-quality instruction. While we understand remote learning has not been easy, teachers, administrators, and support staff will continue to work hard to ensure that students have the materials and supports necessary to be successful. The District recognizes that students may have experienced challenges and varied levels of learning loss due to the extended COVID-19 school closure. District instructional staff will work to meet the instructional needs for students in two facets: addressing the learning loss while progressing with new learning.

The district's plan for reopening is focused on prioritizing in-person learning and includes in-person daily instruction for all students in grades PK-12. Planning for potential remote learning or hybrid models for instruction where not all students will be able to attend in-person, the district will prioritize in-person learning, ensuring substantive daily interaction between teachers and students. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and/or students with technology or connectivity needs.

The 2020-21 curriculum will address the gaps that may have occurred during the extended school closure, by identifying the key priority standards and skills that students must know and be able to demonstrate understanding in order to be successful with the new learning expected. Pacing and key instructional strategies will be identified within the curriculum. These instructional strategies will be used during in-person learning and distance learning.

All district students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts have been made to acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time.

During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. Flexibility was essential when planning for the 2020-2021 school year and the District is prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

All schools must provide 180 days of instruction each school year to their students. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model. The district calendar reflects this requirement by identifying 180 days of instruction for the 2020-2021 school year.

The district's plan for teaching and learning was developed to ensure that the needs of all students would be met to the extent possible whether learning occurs in-person or remotely during the 2020-2021 school year. The plan includes plans and preparation for in-person, remote, and hybrid models of instruction. It is the District's goal to determine a model that will meet the needs of all students, staff, and families, while ensuring that guidelines are followed as outlined by the New York State Education Department, Essex County and NYS health departments, and the Center for Disease Control.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Additional District Reopening Considerations/Actions:

- Instructional experiences created that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines.
- Identify and support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families will be involved in the planning for any remediation or support whenever practicable. Additional counseling services will be added to provide support for students' emotional and academic needs.
- Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.
- Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed. The District's Child Support Team (CST) will meet frequently to monitor and identify students in need of additional support.
- Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning. The approved school calendar will be revised to allow four staff development days prior to student arrival to ensure adequate time for staff networking and instructional preparation.

- Identify professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology. Prior to the start of the school year, staff will be surveyed to identify areas of need for professional development specifically related to instructional technology. The District will provide all staff with access to an extensive catalog of training opportunities within this area via the NERIC Model Schools program.
- Offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction. Training resources will be share by the District to assist families with the use of digital tools that may be used during remote instruction.

Instructional Program Requirements

Instruction, whether in-person, hybrid, or remote, must be aligned with the New York State Learning Standards. Teachers have the responsibility to maintain grade level and course level work but ensure that necessary supports for students are built into their instruction.

Instructional experiences are not solely defined as a student’s time spent with a teacher or in front of a screen, but time engaged in learning experiences under the guidance or direction of a teacher. This can include:

- The completion of assigned tasks
- The viewing of instructional videos
- Responding to posts or questions online
- Engaging with class peers in an online format or phone discussion
- Conducting research
- Working on projects
- Meeting with teachers face to face, either online or by phone

School Reopening Continuum

The district will utilize a school reopening continuum to notify students, parents, faculty, and staff of the level that is currently in place based on COVID-19 circumstances.

Level 1 Traditional Model I	Level 2 Traditional Model II	Level 3 Hybrid Model	Level 4 Remote Model I	Level 5 Remote Model II
Traditional education Normal building use	Everyone in session Mitigation in place (face masks & social distancing) Minor building use restrictions	Split schedules (various models, mix of digital and traditional delivery) Mitigation in place (face masks & social distancing) Major restrictions in building use	All students learning remotely Teachers instructing remotely from school	ALL students & teachers learning/teaching remotely from home NO on campus learning

School reopening levels will be determined based on cooperation with the local health department and data available from the state and local health departments. Continuum levels are subject to change without notice due to a variety of reasons which may include recommendation from the Governor, local COVID-19 cases, and local school district risk assessment.

Each level within the continuum provides students with daily instruction and allows the district the ability to adapt and be flexible depending on changing local circumstances.

In-Person Instruction

The district recognizes that in-person learning is the most effective mode of instruction for students, and a focus was made to provide this method to as many students as possible while still complying with all safety regulations and requirements. Based on these factors within the district, with some scheduling modifications, all students PK-12 are planned to be onsite daily.

Upon reopening, classrooms will be reconfigured to adhere to CDC guidance regarding proper social distancing. Classroom capacity, primarily the number of desks in classrooms has been assessed. Accommodating for social distancing will necessitate the identification of additional rooms and common-area spaces that may be converted into classrooms.

The movement of students will be reduced to the extent practical. This means that most students will eat meals in their classrooms instead of the cafeteria and eliminating assemblies, field trips, and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be delivered in the classroom. Whenever possible, students will utilize outside space for physical education instruction and always adhere to 12 feet between students when engaging in physical activity.

To the extent possible, student will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students. Students with special needs may leave their cohort to receive special class programs and/or related services.

Information on school schedules will be distributed prior to the official start of school, yet to be determined.

Hybrid Instruction

The district's hybrid (mix of in-person and remote learning) instruction plan is to provide in-person contact time for all students while also providing remote learning to students when in-person learning is not possible on a full-time basis. Implementing a hybrid approach may become necessary at some point during the 2020-2021 school year to address changes to social distancing requirements and or a reduction of in-person attendance levels due to student/staff health and well-being. The predominant focus will be students being in attendance (period by period tracking), the quality of the learning

experience/delivery, and grading for learning. Capacity shall be provided for employees to deliver remote service from an on-site location when warranted.

Within the hybrid model, students will be grouped in a heterogenous manner to ensure inclusiveness, equality, and access for all. Groups will be balanced across all demographics and sub group categories as outlined by the Every Student Succeeds Act (ESSA). Whenever, possible, the groups will be determined based on households within a given school.

The district will prioritize in-person learning with a hybrid model, ensuring substantive daily interaction between teachers and students. Specifically, prioritization will be focused on high needs student that includes, but are not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and/or students with technology or connectivity needs. The district will make decisions on hybrid model(s) designs if/when needed throughout the year. However, two main models will be utilized with modifications if necessary.

While specific hybrid models will be developed to best fit the needs of the district as they arise, two hypothetical models could include:

Model 1:

- All students in grades PK-12 attend school in-person two (2) days a week and receive remote instruction three (3) days a week
- Students will be divided into two (2) separate groups alphabetically and attend in-person days on a rotating schedule
- All students attend remotely one (1) day a week to allow for deep cleaning between student groups

Model 2:

- All students in grades PK-5 will attend school in-person five (5) days a week
- All students in grades 6-12 will receive remote instruction four (4) days a week and rotate on a daily basis for in-person instruction for one (1) day a week

Remote Learning Option for Medically Vulnerable Students

For families who have concerns about their child's health, they may request to have their child engage in a completely remote learning (CRL) option which shall entail both synchronous and asynchronous engagements. The district shall use both in-district instruction and instructional resources.

While a virtual instructional experience will be substantive, it will not be equivalent to an on-site/in-person learning experience. Instructional areas of focus will be core areas (i.e., English/ELA, math, science, and social studies) and courses required for graduation.

Procedures and requirements for remote learning include:

- Students enrolled in CRL will be assigned to online only learning. This includes online only participation in any clubs and/or extracurricular activities, if so offered

for in-person attendance. Students receiving CRL will not be eligible to participate in on-site interscholastic activities should they be offered.

- Students enrolled in CRL will remain in the virtual classroom to which they are assigned, minimally for the entirety of the first quarter at the elementary level and the semester at the secondary level.
- Parents of elementary students who would like to shift their child to the in-person classroom options for the start of the second quarter must notify the school district of the intent to shift from CRL to the in-person model no later than November 1, 2020.
- Instruction and instructional materials will be provided both through asynchronous and synchronous means.
- Parents of younger students will need to be engaged in supporting instruction from home.
- Student attendance will be taken. Student work must be returned to the teacher(s) completed. Students will receive grades and progress reports.
- At the elementary level: instruction will be provided in ELA, math, science, and social studies for each grade level. Students will also have access to weekly lessons for PE, art, and music. PE, art, and music lessons will be designed for multiple grade levels (i.e., K-5, 6-8, 9-12), will not be grade level specific, and are likely to be asynchronous.
- In the event onsite instruction is suspended and the students who had been participating in onsite instruction shift to an entirely remote setting, students enrolled in CRL will remain in the CRL program unless the district needs to make a change due to staffing needs.
- Parents must notify the district of the intent to enroll their student in the CRL program no later than Friday, August 14.
- The CRL assignment will stay in effect for the 2020-21 school year unless COVID restrictions are lifted or families provide required notice of the intent to re-enroll their child in the in-person program. Return to onsite schooling will take effect at the start of the next trimester at the elementary level and semester at the secondary level.
- The delivery of special education services to students who are participating in CRL will ensure that students have access to a free and appropriate public education. Special education services will include both synchronous and asynchronous instruction and related services will be provided virtually as outlined on students' IEPs.

Families who prefer not to have their child attend the Willsboro Central School District in-person or through remote learning, may also exercise their right to homeschool their child.

Pivoting to All Remote Learning

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term onsite school closures, the district is prepared to pivot to an all remote model and schedule aligned with the in-person environment.

All instruction will continue to be aligned to the New York State Learning Standards. Student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, standardized use of a single online learning platform, Google Classroom, has been established, along with a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices for elementary students will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. For secondary students, a numeric grade will be used to assess student learning.

Information about pivoting to an all remote environment will be distributed via district website, social media, email, and automated calling system.

Special Education

Students with disabilities were particularly impacted by the closing of schools in spring 2020. In some cases, these students were unable to fully access the programs and services they needed to progress academically, particularly those programs and services that are best delivered in person. The District's reopening plans will consider the special needs and requirements of students with disabilities. Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum in the least restrictive environment.

Whether services are provided in-person, remote, and/or through a hybrid model, the district will make all reasonable efforts to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services stated in their Individualized Education Program (IEP). In consideration of the health, safety, and well-being of students, families, and staff, the District's reopening plan will enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

All teachers and service providers will ensure that programs, services, accommodations, modifications, supplementary aids and services, and assistive technology will be provided as outlined on each individual student's IEP in person or remotely to the greatest extent possible.

Meaningful parent engagement in their preferred mode of communication regarding services to his/her child will be provided to meet the requirements of Individuals with Disabilities Education Act (IDEA). Team members will collaborate frequently with parents to ensure there's an understanding of the services consistent with the recommendations on individualized education program documents. Plans for monitoring and communicating student progress will be established. This will be accomplished through informal/formal assessments, documentation taken to address annual goals on the IEP, ongoing data collections, and collection of work samples. Formal Committee of Special Education (CSE), Committee on Preschool Special Education (CPSE), or 504 meetings will occur if felt needed by the student's team or upon parent request.

Students will continue to be provided with the necessary accommodations, modifications, supplementary aides, and technology to meet the unique needs of the student.

In-person services are a priority for all students with disabilities. Students will be removed from the general education setting to receive the required instruction in a Special Class, Resource Room, Speech, Physical Therapy, Occupational Therapy, and Counseling services as stated on their IEP. At all times, students will be expected to follow the same safety protocols as when in the general education setting.

In-person instruction will be a priority for students with disabilities and preschool students with disabilities. However, whenever this may not be possible for various reasons, staff will prepare contingency plans to address students' remote learning needs. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services in a remote setting since it isn't always possible to achieve the same as face to face instruction with students with disabilities. Examples of flexibility include but aren't limited to: mode and/or manner of instruction, group or individual sessions, frequency, durations, and location of related services, and special class size ratio. This is only until school returns to normal operating conditions.

All special education teachers and related service providers will document services provide to students in person or remotely. Providers will continue to document attendance, participation, and progress of students with disabilities.

All school protocols and procedures should consider the student's developmental level and skills (e.g., mask requirements, social distancing).

The district recognizes that students with disabilities may have experienced a loss of skills despite our staff's best efforts made during the closure. In this case, the CPSE/CSE committee will make individualized determinations whether and to what extent compensatory services are to be provided for any student with a disability who may have experienced a loss of skill(s) despite best intentions, efforts, and creative solutions when providing educational programs and services during the previous school closure.

The district has made every effort to fulfill the responsibilities under IDEA to identify, locate, and evaluate all students with disabilities in the District who are in need of special education and related services. The District has posted the Child Find information on the school webpage and also in the Press Republican.

Initial evaluations or triennial evaluations whether in person or done remotely will stay within the required timelines. If parents/guardians don't feel comfortable with a virtual evaluation, he/she can request to wait until an in-person evaluation can occur.

The district recognizes that clear, ongoing communication and collaboration are critical to ensuring students receive access to high-quality special education programs and services. Parents are full team members on the committee of special education and committee on preschool education. A parent's knowledge of their child's strengths, abilities, and needs is critical in designing effective programming and services to meet the student's individual needs during this unprecedented time. In order to provide adequate access to parents, PSE/CSE meetings will take place face to face when allowable. If not, once again video conferences and teleconferences will be used.

We encourage families to remain in close contact and communication with their child's special education teacher, related service providers, and CSE chairperson to ensure their

child continues to participate and progress in the general education curriculum and make progress toward achieving individualized goals.

For district students that attend either an approved preschool program, residential facility, or a BOCES program, the Committee on Special Education Chairperson will continue partnership with these organizations and remain informed of programming efforts made for these students (e.g. delivery of instruction, related services, and technology concerns).

Bilingual Education & World Languages

The Willsboro Central School District will continue to afford English Language Learners (ELLs) the opportunity for full and equal participation. The District will utilize resources from the NYSED Office of Bilingual Education and World Languages website and will continue partnership with the Regional Bilingual Education Resource Networks (RBERNs) for additional support. While the district does not currently have any English Language Learners enrolled, it will ensure that if any enrollments do occur, that all students' needs will be met.

The district will take the following actions in the event any English Language Learners become enrolled:

- Ensure that all teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs.
- Adopt policies to meet the guidelines outlined in the Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning.
- Establish protocols that promote coordination among English as a New Language (ENL) and content area teachers for the delivery of remote and hybrid learning.
- Develop progress monitoring tools to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both English and students' home languages.
- Resume and create programs to address the specific needs of Students with Interrupted/Inconsistent Formal Education (SIFE), ELLs with IEPs, and other vulnerable populations during the reopening process.
- Prioritize 12th grade students who were unable to complete requirements in 2019-2020 to continue work towards earning the New York State Seal of Biliteracy in 2020-2021.
- Continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools.
- Provide Emergent Multilingual Learners enrolled in Prekindergarten programs with instruction in their home languages during remote and hybrid learning.
- Actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote or hybrid learning.

- To the greatest extent possible, ensure that all ELLs and other vulnerable students can access technology and Wi-Fi needed for periods of remote learning so they do not fall further behind as a result of COVID-19 closures and remote/hybrid learning.
- Keep the unique needs of parents of ELLs/MLLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model, including interpretation and translation needs to ensure that they have equitable access to critical information about their children's education.
- Implement the practices described in the Culturally Responsive-Sustaining Education Framework during hybrid or remote learning.

Teacher & Principal Evaluation System

Consistent with research and best practices, the District believes that well-designed and implemented teacher and principal evaluations (“Annual Professional Performance Review”; “APPR”) are an important tool to help support educator growth and development. With this goal in mind, the measures that are used as part of an annual evaluation should provide useful information to district administrators and the educators who are being evaluated that helps support educators and leverage their expertise. In turn, this helps ensure equitable access to effective educators for all students so that students are given the skills to succeed.

In this unprecedented time of school closures, districts are facing new challenges in evaluating and supporting their professional staff. Although educators should not be penalized as a result of the challenges to learning presented by the COVID-19 crisis, they must still make sure students are being taught as effectively as is practical to expect. Therefore, providing support that teachers and school leaders require is critical at this time. Providing feedback and support to educators through the evaluation process can both equip them as they adjust their practice to distance learning, as well as guide focus areas for future growth once students and teachers return to their physical classrooms.

Pursuant to Education Law 3012-d, the district will fully implement its current approved APPR plan for the 2020-2021 school year.

The Observations/School Visits subcomponent for educators may be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model.

If greater flexibility is needed when designing an evaluation system that is responsive to reopening circumstances, the most recent APPR regulations adopted by the Board of Regents include an option for districts to submit an APPR Variance to develop and implement a new and innovative evaluation plan. The District may submit a variance for one or more of the requirements of APPR (e.g., student performance category, observations) that meet the specific needs of the District.

Certification, Incidental & Substitute Teaching

Pursuant to Education law 3001, individuals employed to teach at Willsboro Central School District, must hold a valid NYS teaching certificate. The District will review the SIRS 329 Staff Certifications report, which is available for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments, to the extent practical. The Superintendent or his designee will regularly review these reports to ensure appropriate certifications are in place.

In response to the COVID-19 crisis, a superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment. BOCES will review and approve any requests for incidental teaching. At this time, and through this plan, The Willsboro Central School District does not foresee needing this provision for COVID-19 related reasons.

Substitute teachers will be an important resource for schools during the COVID-19 crisis. The district will employ substitute teachers to address the staffing needs of our reopening plan. A good faith recruitment effort will be made to find available certified teachers to act as substitutes in teaching assignments for which they are appropriately certified. Non-certified substitutes may be used in circumstances where a good faith recruitment search was made and no available certified substitute teachers were available to perform the duties.

School districts may continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year. The district will continue partnerships with local colleges and universities to provide student-teaching opportunities for the 2020-2021 school year.

Extracurricular Activities

Extracurricular activities, including interscholastic activities, will follow guidance from the NYS Department of Health and the New York State Public High School Athletic Association.

References

Key References

- [Preparing K-12 School Administrators for a Safe Return to School in Fall 2020](#)
- [State Education Department Issues Guidance to Reopen New York State Schools](#)
- [State Education Department Presents Framework of Guidance to Reopen NYS Schools](#)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency, NYS Department of Health](#)
- [NYS P-12 Guidelines Summary](#)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency](#)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency](#)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)

Appendices

Appendices related to the Willsboro Central School District reopening plan are hereto attached and follow this page.

WILLSBORO CENTRAL SCHOOL DISTRICT

DISTRICT REOPENING OVERVIEW



A RETURN TO IN PERSON INSTRUCTION

Key Reopening Plan Components

- Continued attention to **safety and security** of students, staff, and visitors.
- **Daily health checks/screenings** of students and employees.
- Advanced and more frequent **cleaning and disinfection** of buses and buildings.
- Protocol for how we will address and **isolate students or staff who become ill** during the school day.
- Students and staff **wearing of masks/face coverings** on buses and in our buildings with certain exceptions.
- **Social distancing** requirements and guidelines when entering the school building, in the school building, and in our classrooms.
- **Training availability for students, staff, and parents** on health and safety protocols and effective components of remote learning.
- **Continuous communication** through consistent forms and various means including our school website, email, social media, mailings, and automated voice calls.
- School **visitors restricted** to those required for emergencies and/or school business.
- Frequent cooperation and communication with **state and local health departments** when dealing with COVID-19 related health concerns.

General School Information

- School hours adjusted to accommodate separate bus runs for elementary (Grades PK-5) students and secondary (Grades 6-12) students.
 - Grades PK-5 School Hours: 8:00-2:00
 - Grades 6-12 School Hours: 9:00-3:10
- School calendar adjusted to provide additional staff training before student return. The first day of school for students will be Wednesday, September 9th.
- Parent/guardians required to complete health checks of all students prior to arrival at school, most notably assurance of temperature not exceeding 100°F.
- Social distancing of all students, faculty, and staff when on school facilities, grounds, and transportation (to the best extent possible on buses).
- Students, staff, and visitors will be expected to wear face coverings. Students will be allowed to remove face coverings during meals, portions of instruction under the guidance of the teacher, and for short breaks so long as they maintain appropriate social distance.

- To the extent possible, students will remain in cohorts to reduce contact between different groups of students throughout the day.
- Health protocols in place for nurse office visits, quarantine of students/staff with symptoms, and return to school after symptoms/positive test.
- Meals eaten in classrooms with certain exceptions for larger classes and younger students. Alternate locations will be provided for students with severe food allergies, as needed.
- Time dedicated during the first week of school for K-12 student orientation to familiarize students with school and new protocols. Orientation schedule will be announced at a later date.
- Hallway traffic will be one-way, where possible, with appropriate signage. Classes moving within hallways will be regulated to reduce the number of students in the hallway at a given time.
- Filtration and ventilation will meet or exceed minimum requirements. Teachers will be encouraged to have windows open and instruct parts of classes outdoors, where feasible.
- Limited hallway locker use at scheduled times. Gym lockers will not be used. Students will be asked to carry a reduced number of materials with them on a daily basis.

Transportation

- Masks will be required for all passengers and drivers on school buses.
- Parents/guardians must screen their child(ren) for fever/signs of COVID prior to getting on the bus; sick students must be kept home.
- Students will be assigned seats for appropriate social distancing. Members of the same household/family will sit together on the bus.
- Parents are encouraged to drive their children where feasible.
- Bus capacity will be limited by providing separate bus runs for elementary (PK-5) and secondary (6-12) students:
 - Elementary bus run will include morning pickup times similar to previous years (7:00-7:45 AM) while afternoon drop-off for elementary students will occur at approximately 2:15-3:00 PM.
 - Secondary bus runs will include morning pickup times at approximately 8:00-8:45 AM while afternoon drop-off for secondary students will occur at times similar to previous years (3:15-4:00 PM).

Teaching & Learning

- Daily onsite instruction planned for all students in grades PK-12.
- Due to social distancing requirements, all school spaces may be used as instructional spaces (e.g., classrooms, auditorium, cafeteria, special area classrooms).
- Coursework for 3-12 grades should be conducted using Google Chromebooks.
- 7-12 students will move class-to-class as normal, with staggered bell switches to limit contact, exposure and traffic.

- Student lockers will **only** be used at the beginning and end of the day at scheduled times.
- Implementing a hybrid model (mix of in-person and remote learning) may become necessary at some point during the 2020-2021 school year depending on current COVID-19 circumstances. Decisions on how hybrid models will be structured will be determined when necessary by school administration.
- On virtual instruction days if/when implemented, students will be required to participate in classroom work remotely and/or complete assignments. Student expectations on virtual days will be determined by the teacher based on what will work best for the specific class and what is being learned.

Specialized Services

- Students in special education programs will be onsite daily when school is in session. All individualized education programs (IEPs) will be followed as written.
- Students will continue to be provided with the necessary accommodations, modifications, supplementary aides, and technology to meet the unique needs of the student.
- Students receiving related services will continue to receive these services either in-person or virtually when needed (e.g. speech, occupational therapy, etc.).

Remote Learning (In the Event of Full or Partial School Closure due to COVID-19)

- In the event school buildings are compelled to close, either partially or fully, school will resume remotely. Home technology and internet access will be provided by school if needed.
- Attendance will be taken daily for all students during both in-person and remote learning.
- Grades K-6 students will follow the in-school schedule at home with a combination of synchronous (live online) and asynchronous (recorded) teacher lessons, online group work or small group instruction. Time spent on instruction will vary by grade level, however, students will engage with learning daily.
- Grade 7-12 students will follow the in-school schedule when at home with live, virtual instruction (most common method), blended with recorded teacher lessons, online group work, and small group instruction. Students will be engaged in learning activities when classes would have been in session.

EXTRA-CURRICULAR, ATHLETICS, PHYSICAL EDUCATION AND PERFORMING ARTS

- Physical education and performing arts will be socially distanced at 12 feet between participants.
- Currently, interscholastic sports are not permitted. Additional guidance is expected to be forthcoming.
- Extra-curricular activities will be examined to determine which can be conducted virtually.
- Building use by outside groups may be restricted.

Full Reopening Plan Available

This reopening framework is a summary of the district's complete reopening plan which can be found on the school website: www.willsborocsd.org/re-opening.

While the district has created plans for in-person instruction, Governor Cuomo will make a final decision regarding school reopening, tentatively expected during the first week of August.



Willsboro Central School District School Reopening Continuum 2020-2021 School Year

The following continuum will be used by WCS to notify students, faculty, and staff of the level the district is functioning at based on COVID-19 circumstances. Refer to the school reopening plan on the district website (www.willsborocsd.org/re-opening) for further details.

Level 1 Traditional Model I	Level 2 Traditional Model II	Level 3 Hybrid Model	Level 4 Remote Model I	Level 5 Remote Model II
Traditional education Normal building use	Everyone in session Mitigation in place (face masks & social distancing) Minor building use restrictions	Split schedules (various models, mix of digital and traditional delivery) Mitigation in place (face masks & social distancing) Major restrictions in building use	All students learning remotely Teachers instructing remotely from school	ALL students & teachers learning/teaching remotely from home NO on campus learning

*Level determined with input from NYS Governor, CDC, state and local health departments, and other necessary sources.

**Level subject to change without notice due to a variety of reasons which may include NYS Governor's recommendation, COVID-19 cases locally, WCS risk assessment, etc.



Willsboro Central School District

Proposed School Closure Rubric - Based upon Current Guidance 7/17/20

Willsboro Central School Closure Response Criteria				
Level of Community Spread, based on State and Local Public Health L - M - S 	Criteria 1	Criteria 2	Criteria 3	Criteria 4
Low/No Spread (2 or less cases per 37,000)	1 Student or 1 staff member at One Site OR 1 Student or 1 staff member at Multiple Sites in different clusters	2-4 Students or staff members at One Site OR 2-4 Students or staff members at Multiple Sites in different clusters	5+ students or staff members at One Site <u>or</u> in one cluster	5+ students or staff members in multiple clusters
	L - 1	L - 2	L - 3	L - 4
	Close school(s) for up to 24-hours	Close schools(s) for 72-hours (minimum)	Close individual school or cluster for 14 days (minimum)	Close zone/region/district for 14 days (minimum)
Moderate (2 to 37 cases per 37,000)				
	M - 1	M - 2	M - 3	M - 4
	Close school(s) for up to 24 hours	Close school(s) for 72-hours (minimum)	Close individual school(s) or cluster(s) for 14 days (minimum)	Close zone(s)/region/district for 14 days (minimum)
Substantial (Greater than 37 cases per 37,000)				
	S - 1	S - 2	S - 3	S - 4
	Close school(s) for up to 72-hours	Close school(s)/zone/region/district for 72-hours (minimum)	Close school/zone/region/district for 14 Days (minimum)	District Closed Until Further Notice

*School closure decisions will also include cooperation and communication with state and local health departments on a case by case basis.