

**MADRID-WADDINGTON
REOPENING PLAN
2020-2021**



**SAFELY MAXIMIZING
EDUCATIONAL OPPORTUNITIES
FOR ALL STUDENTS**

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ACKNOWLEDGEMENTS

- St. Lawrence County Public Health Department

- Regional Reopening Committee:
 - Tom Burns: SLL BOCES Superintendent
 - SLL BOCES Directors
 - District Superintendents from all 18 component districts

- Madrid-Waddington Reopening Committee:
 - Eric Burke: Superintendent
 - Matt Daley: Elementary Principal
 - Joe Binion: Jr./Sr. High Principal
 - Katie Logan: School Board Member
 - Bryan Harmer: Director of Athletics
 - Steve Adams: Food Service Manager
 - Amber Murphy: School Nurse
 - Craig Ashley: Head of Transportation/Buildings and Grounds
 - Jim Murray: Head Building Maintenance
 - Toni Siddon: CSE Chairperson/Guidance
 - Sabrina Pribek-Britton: Guidance
 - Michelle Burke: Instructional Technology
 - Troy Creurer: Teacher/MWTA Co-President
 - Bill Gotsch: Teacher/MWTA Co-President
 - Nora Curley: Driver/SRP President

SUMMARY

Plan Development Process:

This plan was created using guidance developed over the course of several months based on analysis and research into a number of scientific studies, guidelines, and plans released across the state and nation, as well as recommendations from worldwide, national, and statewide health and educational experts. The guidelines outlined within this plan are the result of a multi-tiered collaborative approach with input at the local level at each school district and BOCES, regional cooperation among BOCES in the North Country, committee work among the 18 districts, and guidance from the New York State Education Department and Governor Cuomo's Office.

Our regional planning approach was guided by the notion that just as the decision on the initial school closure due to the COVID-19 Pandemic was made jointly, so too must the overarching decisions be made regarding reopening. By nature of our region, our small, rural school districts depend heavily on one another and consistency will be key to safely moving forward.

Application:

This plan will serve as a "living document" to be updated throughout pre-opening and as initial re-entry occurs. The guidance and processes outlined in this document may change as circumstances warrant.

Considerations:

The top priority will always be the safety of students, staff, and the greater community. As the title denotes, this plan was designed with a concern for safety underlying all aspects. We must move forward together, but it is imperative that we move forward safely.

The stakeholders that developed this plan understand the social, emotional, and mental health needs for in-person instruction. We recognize the value and importance of extracurricular activities and athletics. However, we must achieve the appropriate balance between safety and wellbeing. We believe this plan strikes that delicate balance.

Leveraging relationships

Maintaining close relationships between BOCES/districts and St. Lawrence County Public Health will be crucial as we continue to navigate this ever-evolving situation. Throughout the school closure, districts and BOCES in the SLL region have worked in consultation with our partners at the county level, and gathered their input in the development of this document. As more information regarding COVID-19 becomes available, we will continue to work collaboratively with these entities to ensure a safe course of action in the future.

Authority

The guidelines and recommendations contained in this document were formulated based on research from various sources in order to establish best practices. However, all directives and Executive Orders at the state level, and any guidance from the CDC or DOH will supersede the plans contained herein. Should these changes occur, this document will be revised to reflect and incorporate them.

Flexibility

School districts and BOCES will need to be nimble and adapt to multiple scenarios and educational models depending on the current public health situation. In developing this document, we considered a number of possibilities in order to best plan for an uncertain future. However, as the COVID-19 crisis evolves, so too must our plans.

GUIDING PRINCIPLES

- Safeguarding the health and safety of students and staff
- Protecting all students' right to learn
- Monitoring the spread of COVID19 in the community
- Emphasizing equity, access, and support for students
- Fostering strong two-way communication with families, educators, and staff; and
- Accounting for the social-emotional well-being, and the mental health needs of our students

TIMELINE

- Research regional, statewide, and national plans, news articles, and resources related to reopening and compile recommendations. Compile bank of resources (*ongoing*)
- Analyze data from District administered survey as well as statewide and regional ThoughtExchange surveys completed by school staff, parents, students, and community members.
 - This thought exchange survey gathered input from more than 60,000 participants. After a participant shared their thoughts, they were encouraged to rate at least 30 of the thoughts submitted by other participants. This way, the thoughts that resonated with the most participants would rise to the top. More than 80,000 thoughts were shared, resulting in more than 2.2 million ratings. The exchange is the largest in Thoughtexchange's history. Over 1,000 thoughts were shared in the SLL BOCES region specifically.
 - The District survey collected data from nearly 500 respondents and greatly helped shape this plan.
- Form district committee to leverage expertise on specific topics.
- Form Chief School Officer subcommittees to evaluate, edit, and refine content in each category as needed.
- Incorporate feedback from surveys to parents, students, staff and community members, as well as BOCES/district committees into revised document
- Refine and reformat collection of research, data and stakeholder input into single guiding document that is easy to follow and digest
- Share plan with leadership at the County and Public Health to make sure all plans are in line with current guidelines, and make any necessary changes based on recommendations.
- Incorporate any necessary changes after guidance is released by NYSED and/or Governor's office.
- Submit district and BOCES plans to SED - July 31.
- Continue to reshape guidelines and plans throughout 2020-21 academic year and release updated versions as directives and guidance continue to evolve.

THREE MODELS FOR RETURN TO SCHOOL

Full in-class instruction with heightened health protocols.
Parent/student option for full remote instruction available.

A hybrid delivery model, which blends in-class instruction with online learning based on alternating schedule.
Parent/student option for full remote instruction available

Fully remote learning with more standardization. This would be the case should additional closures occur.

CHECKLIST

In order for a safe re-entry to school, the following conditions must be met:

- Local health metrics meet phase 4 standards under NYS reopening guidance
- Equipment availability- adequate access to PPE
- Ability to measure potential local surges
- Screening measures in place to assess positive cases in the school community
- Conduct job-specific training among all employees
- Deploy pre-return communications plan

DISTRICT SURVEY RESULTS

- Almost 500 respondents
- 68% Responded that their children would return to school for in-person instruction.
- 24% possibly returning their children.
- 4% would not be sending their children.
- Comfort level primarily supported by proper following of CDC guidelines.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

The Madrid-Waddington School District values our history of open communication with all stakeholders and we are committed to providing all the information we have and seeking continuous input from our students, parents, staff, and community.

Communications during closure and in preparation for school reopening are made via the District website, District facebook, emails, phone calls, direct mailings. and OneCallNow. Communications include:

- Surveys to students, parents, and staff regarding reopening options and concerns/questions.
- The planning process, guiding principals, timelines, and safe opening checklist.

- Regular updates including posts about new directives and laws at the state level and how they will affect the school community.
- Pre-Opening forms including in-person vs. remote selection, daily pre-screening attestation, internet/device needs, and transportation requirements will be sent in early/mid August.
- Informational packets outlining schedules, expectations, and safety protocols will be sent mid August.
- Informational videos, handouts, and signage to instruct parents and students about new protocols such as mask wearing, social distancing, hygiene, symptoms of COVID-19, etc.
- Signage at entry points and throughout the building to remind students and staff of COVID-19 guidelines, including hygiene, mask-wearing, social distancing, and health screening. Health screening metrics and visitor sign in will be at the entrance.

Following school reopening, a concerted effort will be made to continue frequent communication through multiple means to reach the largest possible audience. Such communications may address:

- Any changes in the plan, new directives and expectations, and any incidences of positive cases.
- Updates and information and links to additional resources.
- Information regarding ongoing efforts related to school food distribution, remote learning, reminders about hygiene, mask wearing, and social distancing.
- Social-emotional needs, and supports and resources to help students and families.
- Reminders to parents regarding health screening as well as health and safety protocols, and visitor screening and sign in protocols.
- COVID-19 resource pages with new, relevant information for the public.

In the event of additional closures related to increased infection rates or positive cases within the school community, all available means of communication and notification will be utilized. These include all existing communications platforms as mentioned above. The communications may include:

- Information regarding duration of existing closures, nature of precipitating events, and plans for re-entry must be shared immediately and widely.
- Immediate notice to local health officials, staff, and students of any possible case of COVID-19 while maintaining confidentiality consistent with applicable federal and state privacy laws.
- Collection of data and contact information of those exposed to share with local health officials (Note: confidentiality laws and statutes that protect student and staff health information will be followed).
- Release of specific information via an official statement to be shared on the District's website, facebook, email listserv to staff and parents, and One Call Now.

HEALTH AND SAFETY

Definition: COVID-19 is the disease caused by the Novel Coronavirus. It is highly contagious and can be transmitted via droplets expelled from an infected person. Some infected persons can be asymptomatic, yet still contagious.

Community transmission of COVID-19 – Community transmission of COVID-19 occurs when individuals acquire the disease through contact with someone in their local community, rather than through travel to an affected location. Once community transmission is identified in a particular area, correctional facilities and detention centers are more likely to start seeing cases inside their walls. Facilities should consult with local public health departments if assistance is needed in determining how to define “local community” in the context of COVID-19 spread. However, because all states have reported cases, all facilities should be vigilant for introduction into their populations.

Confirmed vs. Suspected COVID-19 case – A confirmed case has received a positive result from a COVID-19 laboratory test, with or without symptoms. A suspected case shows symptoms of COVID-19 but either has not been tested or is awaiting test results. If test results are positive, a suspected case becomes a confirmed case.

Transmission: According to the CDC

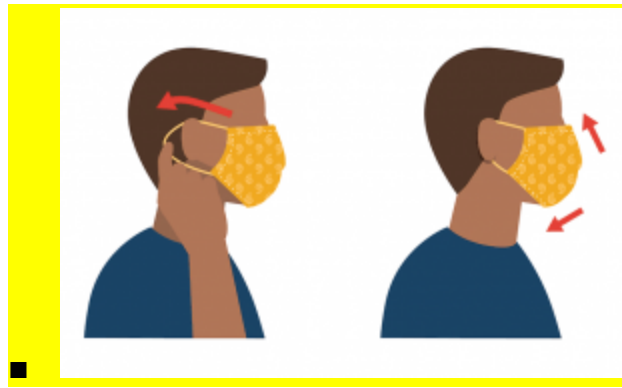
(<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>):

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- **The best way to prevent illness is to avoid being exposed to this virus.**
- The virus is thought to [spread mainly from person-to-person](#).
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.
- Population Surveillance Studies
 - There may be a lower prevalence of COVID-19 among children than adults. The generalizability of these data may be impacted by differences in exposure faced by children, especially variation in school closure practices.

Prevention: The CDC lists most effective prevention measures as follows

(<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>):

- **Wash your hands** often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
 - If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
 - **Avoid touching your eyes, nose, and mouth** with unwashed hands.
- **Avoid close contact** with people who are sick
- **Stay home as much as possible**
- Put **distance between yourself and other people**.
 - Remember that some people without symptoms may be able to spread virus.
 - Keeping distance from others is especially important for **people who are at higher risk of getting very sick**.
- Cover your mouth and nose with a cloth face cover when around others
 - You could spread COVID-19 to others even if you do not feel sick.
 - Everyone should wear a **cloth face cover** when they have to go out in public, for example to the grocery store or to pick up other necessities.
 - Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
 - The cloth face cover is meant to protect other people in case you are infected.
 - Do NOT use a facemask meant for a healthcare worker.
 - Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.
 - Cover coughs and sneezes
- **If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow.
- **Throw used tissues** in the trash.
 - Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.
- **Clean AND disinfect frequently touched surfaces daily**. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
 - **If surfaces are dirty, clean them**. Use detergent or soap and water prior to disinfection.
 - **Then, use a household disinfectant**. Most common EPA-registered household disinfectants will work.
- **Wear your Face Covering Correctly**
 - Wash your hands before putting on your face covering
 - Put it over your nose and mouth and secure it under your chin
 - Try to fit it snugly against the sides of your face
 - Make sure you can breathe easily



Vulnerable populations:

· According to the CDC, certain groups are more susceptible to serious illness and/or death as a result of COVID-19. These groups include

(<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html>):

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:

- § People with chronic lung disease or moderate to severe asthma
- § People who have serious heart conditions
- § People who are immunocompromised

· Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications

- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Symptoms: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear **2-14 days after exposure to the virus:**

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Testing: According to New York State Department of Health:

(<https://coronavirus.health.ny.gov/covid-19-testing#can-i-be-tested->) As New York State aggressively expands COVID-19 diagnostic testing capacity, the Department of Health has revised guidance to increase testing for frontline workers, including all first responders, health care workers, and essential employees who interact with the public, while continuing to prioritize resources. Testing for COVID-19

shall be authorized by a health care provider for individuals who meet one or more of the following criteria:

- An individual is symptomatic or has a history of symptoms of COVID-19 (e.g. fever, cough, and/or trouble breathing), particularly if the individual is 70 years of age or older, the individual has a compromised immune system, or the individual has an underlying health condition; or
- An individual has had close (i.e. within six feet) or proximate contact with a person known to be positive with COVID-19; or
- An individual is subject to a precautionary or mandatory quarantine; or
- An individual is employed as a health care worker, first responder, or other essential worker who directly interacts with the public while working; or
- An individual presents with a case where the facts and circumstances – as determined by the treating clinician in consultation with state or local department of health officials – warrant testing; or
- An individual is included under other criteria set by the NYS Dept. of Health based on an individual's geographic place of residence, occupation, or other factors that the Department may deem relevant for COVID-19 testing purposes; or
- Any individual who would return to workplace in Phase 1.

COVID19 and children

Based on available evidence, children do not appear to be at higher risk for COVID-19 than adults. While some children and infants have been sick with COVID-19, adults make up most of the known cases to date.

CDC and partners are investigating cases of multisystem inflammatory syndrome in children (MIS-C) associated with COVID-19. [What we know about MIS-C](#)

[Multisystem inflammatory syndrome in children \(MIS-C\)](#) is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. We do not yet know what causes MIS-C. However, we know that many children with MIS-C had the virus that causes [COVID-19](#), or had been around someone with COVID-19. MIS-C can be serious, even deadly, but most children who were diagnosed with this condition have gotten better with medical care.

What to do if you think your child is sick with MIS-C

Contact your child's doctor, nurse, or clinic right away if your child is showing symptoms of MIS-C:

- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Be aware that not all children will have all the same symptoms.

Seek emergency care right away if your child is showing any of these emergency warning signs of MIS-C or other concerning signs:

- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

How doctors will care for your child

Doctors may do certain tests to look for inflammation or other signs of disease. These tests might include:

- Blood tests
- Chest x-ray
- Heart ultrasound (echocardiogram)
- Abdominal ultrasound

Doctors may provide supportive care for symptoms (medicine and/or fluids to make your child feel better) and may use various medicines to treat inflammation. Most children who become ill with MIS-C will need to be treated in the hospital. Some will need to be treated in the pediatric intensive care unit (ICU).

Parents or caregivers who have concerns about their child's health, including concerns about [COVID-19](#) or MIS-C, should call a pediatrician or other healthcare provider immediately. Healthcare providers can follow [CDC recommendations](#) to keep children and their parents or caregivers safe if an in-person visit is needed.

What we don't know about MIS-C

CDC is still learning about MIS-C and how it affects children, so we don't know why some children have gotten sick with MIS-C and others have not. We also do not know if children with certain health conditions are more likely to get MIS-C. These are among the many questions CDC is working to try to understand.

All CDC recommendations are based on the best data and science available at the time, and we will update them as we learn more.

How to protect your child from COVID-19

Based on what we know now about MIS-C, the best way you can protect your child is by taking everyday actions to [prevent your child and the entire household from getting the virus that causes COVID-19](#).

Transmission to and from Children in the School Setting, Including Outcomes of School Opening:

Based on early data, schools do not appear to have played a major role in COVID-19 transmission. Based on data at this time, transmission from students to staff and from students to other students (especially younger students) appears to be rare, and will likely be even more rare with appropriate risk mitigation strategies. Attention to prevention of staff-to-staff transmission is critical. Most contact tracing studies have been conducted in the setting of low community prevalence of

COVID-19; their generalizability to school re-opening in locations where community epidemic control is poor is unknown.

Epidemiologic Studies:

Epidemiologic investigations of clusters are inherently limited, and so far have focused primarily on younger children in non-residential schools; to date these data have not revealed strong evidence for transmission from children to other children or from children to teachers.

Madrid-Waddington General Practices:

- COVID-19 Instructions and protocols will be communicated to all students, staff, parents, community members, and visitors utilizing multiple methods.
 - Signage at all entrances and exits, throughout the hallways, restrooms, cafeteria, and other necessary areas directing all with proper safety protocols.
 - Appropriate hygiene practices including hand washing/disinfecting and respiratory will be covered topics included in the signage and training.
 - District website will contain all safety information and protocols.
 - Mailings and emails will be sent to all parents and students.
 - All vendors and visitors will be notified of safety protocols.
 - Time sensitive or emergency information will be shared via onecallnow.
- Training will be provided to all parents using the above mentioned methods in the identification of COVID-19 symptoms.
 - Parents will be instructed to keep their children home if they exhibit any of the signs.
- All staff will receive appropriate training to recognize symptoms of COVID-19 and will be continuously instructed to assess students in their care as well as other staff members and immediately notify the school nurse if anyone displays symptoms.
 - Staff members will discreetly ask a symptomatic student to check in at the nurse's office for follow-up screening.
 - All ill students and staff members who fall ill while at school will be required to be assessed by the school nurse.
 - Ill students and staff members will be required to have a healthcare provider follow-up prior to returning to school/work
- St. Lawrence DOH will determine if a symptomatic student/staff member represents a suspected case and at that point will direct us to the next steps such as alternate classroom setting.
- All parents will be required to sign an attestation at the beginning of the school year stating they will screen their children daily, including temperature checks prior to coming to school or boarding the bus.
 - Parents will hold their children at home if they show any symptoms and will notify the school nurse.
 - The District will assist any families who do not have the proper equipment to check their childrens' temperature.
 - The school nurse will periodically conduct random screenings.
- All Staff will be required to self assess daily and respond to a screening questionnaire prior to reporting to work.

- Any staff member who replies yes to any of the screening questions will need to immediately notify their supervisor and seek a follow-up with their health care provider.
- The District will maintain an isolation room directly across from the nurse's office for any COVID-19 symptomatic students and/or staff. This room will be separately supervised.
- All visitors, guests, parents, and vendors will be required to sign-in and provide an answer to the self-screening survey posted at every entrance.
 - Anyone who has an affirmative answer to the survey will be denied entrance.
 - If a parent or guardian answers in the affirmative they will be required to take all students living in their household home until cleared by a healthcare provider.
- If there is a confirmed case of COVID -19 in the District, Public Health will be immediately consulted for the next steps.
 - Any affected students/staff that could be mandated into self quarantine will then engage in remote instruction for the duration of the quarantine.
 - Students/Staff who tested positive for COVID-19 will be allowed to return based on CDC guidance and clearance from public health.
- Social distance protocols:
 - Established in instructional spaces by utilizing room space calculators.
 - All furniture will be arranged to maximize space for social distancing.
 - All hallways will be clearly marked for directional traffic.
 - Restroom breaks will be spaced out to allow for social distancing.
 - Bus loading/unloading will be staggered.
 - At the high school level all entrance doors will be locked until 7:30 a.m. to prevent students congregating before homeroom.
- Students at high risk or who live with someone at high risk will be allowed the option of remote instruction. All essential services will be provided.
- Employees at high risk will be allowed to work remotely to the extent practicable, and those whose essential function does not facilitate working remotely will be provided the appropriate PPE.
- All able students, staff, and visitors will be required to wear a face covering when unable to be socially distanced.
- Mask breaks will be allowed at regular intervals when social distancing can not be achieved.
- The District will have an available supply of PPE for students and staff who forget their own.
- If there is a confirmed case of COVID-19 in the District:
 - Public Health will direct all additional quarantines and necessary measures.
- Student/Staff return to school after illness, confirmed COVID-19, or contact quarantine.
 - Public Health will provide case by case guidance and return time frames.
- School Safety Drills
 - Fire Drill:
 - All fire drills will be conducted in accordance with regulation.
 - Fire Drills will begin with a brief sounding of the alarm.
 - Rooms will exit the building one at a time with social distancing.
 - All students/staff will wear masks during the drill.
 - Lock-Down Drill
 - Will be conducted using standard announcement.
 - Students will not be congregated into a corner of the room.
 - Responsible staff member will demonstrate the room location for congregating under normal circumstances.

FACILITIES

- At this point the District does not have any plans to alter or expand our current physical space through any means including temporary structures.
- The District will maintain all State mandated minimums for plumbing facilities and fixtures.
- The District will maintain the State mandated minimum number of drinking fixtures.
 - Drinking fixtures will be available as water fill stations only.
 - The District is securing additional water fill stations to ensure adequate availability.
 - Students should bring a refillable water bottle every day.
 - There will be no operational bubblers available.
- District will maintain code required ventilation in all spaces as required.
 - Classrooms and other occupied spaces will keep windows open to the extent practicable.

DISINFECTING/CLEANING

- All cleaning/maintenance staff will undergo specific training related to CDC approved methods of cleaning and handling of cleaning products.

Hard (Non-porous) Surfaces

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective.
 - Use [EPA approved products](#).
 - Follow the manufacturer's instructions for all cleaning and disinfection products for concentration, application method and contact time, etc.

Soft (Porous) Surfaces

- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
 - If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
 - Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19 and that are suitable for porous surfaces

Electronics

- For electronics such as tablets, touch screens, keyboards, remote controls, remove visible contamination if present.
 - Follow the manufacturer's instructions for all cleaning and disinfection products.

- Consider use of wipeable covers for electronics.
- If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

Linens, Clothing, and Other Items That Go in the Laundry

- In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
- Wash items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people's items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.

Every Day

- School Cleaning/Disinfecting
 - Entire school will receive a full disinfecting cleaning every day.
 - High touch surfaces used by more than one student/staff member will be disinfected periodically throughout the day.

TRANSPORTATION

The Madrid-Waddington Central School District is committed to providing transportation services to all students including those in foster care placements and those identified under McKinney-Vento.

The School Bus:

- Seating will be assigned so as to maximize social distancing.
- Children from the same household will be required to sit together.
- All able students will be required to wear a mask while on the bus.
- High surface contact areas will be disinfected between the a.m. and p.m. run.
- Full bus disinfection will occur after the p.m. run.
- As per State guidelines, hand sanitizer will not be available on the school bus due to the combustible nature.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

School Bus Staff:

- As per District protocols all transportation employees will perform a self-health assessment for COVID-19 symptoms prior to arriving to work and will notify their supervisor if experiencing any symptoms.
- All transportation staff will wear a face covering while transporting students and while performing any duty that does not allow social distancing.
- As per District procedures all transportation staff will be trained on proper use of PPE and COVID-19 symptom recognition.

- All necessary PPE including masks, scrubs/gowns, and gloves will be provided to transportation staff.
- Gloves will be required for staff working with students requiring direct physical contact.

Students on Transportation:

- Able students will be required to wear a mask while on the bus.
- Students who do not have a mask will have one provided.
- Students transported in a mobility device will be allowed proper social distancing or an approved sneeze guard.
- Prior to departing school and loading on the buses students will be allowed a hand-washing/sanitizer break.

Routing:

- Students in out-of-district placements will be provided with transportation so long as their placement is providing in-person instruction regardless of the instructional delivery method in-district.
- Should the District instructional delivery model become a hybrid model with reduced numbers of students on any given day due to DOH/Executive Order restrictions then routing shall be split in half geographically so students of the same household will have in-person instruction on the same day.

MEAL SERVICE

Purpose: This procedure is to establish guidelines for student behavior as well as modifications to serving methods while providing food service during stages of students returning to school from a public health emergency.

Scope: This procedure applies to all Central School Food Management Programs.

Responsibilities:

Foodservice Directors

- Share this procedure and subsequent revisions with district food service staff
- Organize staff
- Coordinate with partners/administrators
- Order supplies
- Other operations

School District Administration:

- Provide direction to foodservice on the lunchtimes, who and how many in each lunch period
- Provide funding in the event school meals programs do not permit it
- Facilitate/Coordinate staff to facilitate the process. Custodians, lunch monitors and/or teacher aides shifting duties to help in the overall feeding process
- Allow time for modified lunch services to operate

Implementation Timeline:

- Various depending on stage

Procedure:

- **All Staff will be trained in food service guidelines and procedures including allergies.**
- **All food allergy protocols will be followed.**

- **All responsible staff will consistently remind students of appropriate hand-washing procedures and hygiene protocols such as not sharing food.**
- **All the following procedures and information will be shared with staff, students, and parents via the District website, mailings, emails, facebook, and automated call system.**

Level 1- All students are not attending school

- Weekly meal pick-up available on Mondays.
- All USDA nutritional guidelines followed.
- Free/Reduced procedures to be followed.
- Paying students will need to maintain sufficient funds in nutrikids as per District guidelines.

Level 2 – Classroom Dining

- Students will dine in the classroom, meals will be delivered to individual classrooms, lunch/breakfast orders placed day prior.
- No Cash exchange. Required use of the online school payment system or check can be sent down to the cafeteria by the student's teacher.

District to provide in Level 2

- Masks worn by all staff.
- Students will be provided with a handwashing break prior to meal service.
- Hand Sanitizing stations will be in place in all classrooms.

Cafeteria Team to enact in Level 2:

- Disposable trays and silverware
- All condiments will be PC's –Servers will place items on students trays to avoid touching
- Wipe down and sanitize frequently all touched services
- Wash hands and change gloves frequently

Level 3- Self Selection returns along with some cafeteria seating

District to provide in Level 3:

- Masks worn by all staff.
- Poly-carb Glass (or State approved product) installed at registers
- Tape marks on floor will be used throughout the lunch line from entrance to exit
- Communication posters will be placed in hallways that border the cafeteria serving lines. These posters will contain the most recent standards in regards to keeping everyone safe from COVID 19
- Hand Sanitizing stations will be in place at the entrances and exits of each lunch line and in the cafeterias

Cafeteria Team to enact Level 3:

- Self-selection and shared surface touching can return by limiting intervals
- Limited numEliminate utensils for self-selection by portioning all fruits, vegetables and other foods as possible
- Limited food will be put out for each group (example if a classroom ordered 15 orders, only 15 fruits or etc would be put out)
- Limited Ala- Carte snacks will be put out to encourage students to only touch what they take
- No Pin Pad- Students will verbally tell the cashier their name
- Disposable trays and silverware

- All condiments will be PC's – Cashiers and or servers will place items on students trays to avoid touching
- Wipe down and sanitize frequently all touched services
- Wash hands and change gloves frequently
- Number of food sides and serve yourself entrees will be displayed on the line
- Self-serve utensils will be replaced after each serving period with freshly washed utensils
- Any surfaces used by more than one student will be sanitized after each use.

For any students utilizing remote learning during level 2 and 3:

- **Daily pickup of breakfast/lunch at 10:30 a.m.**
- **Parents encouraged to place orders on Friday for the following week.**

Level 4- Group dining can return with continued student behavior changes

District to provide in level 4

- Communication to students and staff on best practices to prevent the spread of COVID-19
- Hand Sanitizing stations at entrance and exits of each lunch line/ cafeteria
- Accommodations for at risk students

Cafeteria team to enact in level 4

- Self-selection and shared surface touching remains as stated in level 3
- Use reusable trays for students eating in the cafeteria
- Cash/Check may be provided at the cash register
- Normal food service sanitizing practices after each group goes through
- Pin Pads can be used for Student Id numbers, however they will be covered with plastic wrap and changed and or sanitized after each service

ATHLETICS

- According to the NYSDOH (July 13, 2020), *“interscholastic sports are not permitted....additional information on athletic activities is forthcoming.”* The NYSPHSAA will attempt to preserve all athletic seasons for the 562,000 student-athletes who annually participate in interscholastic athletics during the 2020-2021 school year.
- Pending forthcoming guidance from the NYSDOH, the NYSPHSAA will provide member schools with a list of sports to be played at an appropriate time during the 2020-2021 school year taking into consideration sport risk assessment, social distancing protocols as well as CDC and NYSDOH guidance. The National Federation of State High School Associations' (NFHS) Sports Medicine Advisory Committee, in consultation with the United State Olympic and Paralympic Committee, has developed the following sport risk assessment based upon the potential of respiratory droplet spread:
 - **Higher Risk:** Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.
 - **Examples:** *Wrestling, football, boys lacrosse, competitive cheer, dance.*
 - **Moderate Risk:** Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission

between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

- **Examples:** *Basketball, volleyball*, baseball*, softball*, soccer, gymnastics* (if equipment can't be sufficiently cleaned between competitors), ice hockey, field hockey, tennis*, swimming relays, pole vault*, high jump*, long jump*, girls lacrosse.*
- **Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants.*
- **Lower Risk:** Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.
 - **Examples:** *Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, alpine skiing, sideline cheer, cross country running (with staggered starts)*
-
- **General Precautions That May Be Taken via NYSPHAA:**
 - Physical Closeness
 - focus on individual skill building versus competition
 - limit the time players spend close to others by playing full contact only in game-time situations
 - decrease the number of competitions during a season
 - modify practices so players work on individual skills, rather than on competition
 - Limit sharing of equipment and disinfect between uses.
 - Encourage players to socially distance and work on individual skills when appropriate.
 - Assess high-risk players through the health office.
 - Limit the number of spectators.
 - Limit travel to local region.
- **Hygiene:**
 - Follow all CDC guidance for cleaning and disinfecting.
 - All surfaces used for practice/competition will receive daily disinfection.
 - Maintain appropriate hand washing/sanitizing stations in the practice/competition areas.
 - Post all necessary signage for hygiene and symptom identification in the practice/competition areas.
 - Do not shake hands.
- **Social Distancing:** In accordance with the NYSDOH ["Interim Guidance for Sports and Recreation During the COVID 19 Public Health Emergency"](#) (June 26, 2020) the following could be utilized to ensure appropriate social distancing during interscholastic athletic participation.
 - For any indoor sport or recreational activity, capacity is limited to no more than 50% of the maximum occupancy for a particular area.
 - A distance of at least six feet is maintained among individuals at all times, whether indoor or outdoor, unless safety or the core activity (e.g. practicing, playing) requires a shorter distance. If a shorter distance is required, individuals must wear acceptable face coverings, unless players are unable to tolerate a face covering for the physical activity (e.g. practicing, playing); provided, however, that coaches, trainers, and other individuals who are not directly engaged in physical activity are required to wear a face covering.
 - Limit spectators to **two** spectators per player.
 - Spectators must maintain six feet of physical distance between individuals and/or family/household units at all times and all spectators must wear face coverings when they are in common areas and situations where six feet of distancing is not able to be maintained.
 - Appropriate distancing through the use of markings on the ground or seating areas, and other signage may be used.
 - Among all spectators, no individual group may exceed the gathering limit that is currently in place for the region.

- Appropriate social distancing will need to be maintained on sidelines/bench during contests and events.
- Other Considerations:
 - Stagger practice times or locations by cohort (group) to limit contact between groups and with guardians as much as possible.

TEACHING AND LEARNING

Elementary

Models of Delivery:

The MWCS School district fully understands and respects the rights of families during the pandemic to feel uneasy sending their children to school for a variety of reasons including underlying health conditions. As a result, we are prepared to offer a variety of learning approaches for any students in this situation regardless of their personal circumstance.

Students engaged in remote learning either by choice or school directive will follow their normal daily schedule for synchronous instruction via googlemeet. Students who are home with any symptoms of COVID-19 may also maintain attendance by engaging in remote learning while home.

Full in-class instruction with heightened health protocols:

The building “return to Instruction and Learning Work Group” will be created to ensure proper learning and safety measures are implemented and followed throughout the school day. This committee will include the following:

- Building Principal
- School Nurse
- School Counselor
- Parent
- K-2 Teacher
- 3-5 Teacher
- Special Ed. Teacher
- UPK Teacher

-Instructional Staff will familiarize themselves with learning standards assigned to their grade level in ELA, Math, and Science, and preschool.

- Grade level benchmarking in Math and ELA will take place during the month of September to assess individual deficiencies resulting from lack of direct instruction from March 2020 to June 2020. UPK students will be assessed through the use of the CELF.
- Instructional staff will continue to work toward achieving set NYS learning standards while providing individualized instruction in areas deemed deficient due to COVID-19 shutdowns in the following manner;
 - AIS/RTI

- Small group instruction
- Individualized learning platform; Edmentum
- Weekly progress monitoring will take place in the classroom through Edmentum and teacher created assessments.
- Every student will automatically qualify for RTI Tier 2 services in the classroom based on the COVID-19 shutdown.
- All Special Ed. programming and modifications will be provided as indicated in each classified student's Individualized Education Plan. Group therapy indicated on an IEP through related services will be conducted with proper protocols in place. I.e; masks and social distancing.

-Instructional Staff will:

- Reinforce social distancing in the classroom by arranging desks 6' apart and determining classroom population by using the Square Footage/Student Number formula.
- Small group instruction in the classroom will be limited to no more than 4 students per table with masks.
- Staff will ensure that all students moving in the classroom and throughout the building will be equipped with proper fitting masks. Students will be permitted to remove masks during scheduled "mask breaks."
- All UPK through grade 3 classrooms are equipped with bathrooms. Staff will ensure that all students will wear masks while using the restroom, along with practicing proper hand sanitizing measures. Grade 4 and 5 classrooms will be restricted to the restrooms located in the north east corner of the building, adjacent to the foyer. Masks and proper hand sanitization will be required.
- All teachers transporting groups of students in the hallway will be required to make sure all students are equipped with proper facial coverings. All special areas subjects, (Art, Music, Computer) with the exception of Phys. Ed. will take place in the child's homeroom to reduce hallway traffic and possible exposure.
- Teachers will develop and practice expected daily routines including, but not limited to ; handwashing, movement in the classroom and throughout the building etc.
- All students arriving to school via bus will be dismissed one bus at a time, all wearing masks and practicing social distancing. Staff will be assigned to different spots on the arrival route to ensure this happens. All students will be dismissed to buses at the end of the day by grade level and homeroom. Teachers will make sure all social distance measures and mask requirements are followed.

Fully Remote Learning with More Standardization:

The district will have in place, a remote leadership team to guide staff, students, and parents to success with remote learning. The team will review past remote learning protocols from the spring to ensure a successful learning experience for all students.

- The district will assist parents in acquiring proper technology required for remote learning such as Computers and internet.
- Teachers will agree on and utilize a common platform for remote instructional delivery. IT instructors will assist parents in learning and navigating this platform.
- Teaching staff will create live and recorded lessons in each subject not to exceed 30 minutes. Each lesson will be followed up with independent work time, not to exceed 20 minutes.

- Each teacher will schedule a 1 hour period each day for parent/student accessibility via phone or Google Meet to provide academic assistance and/or answer questions.
- All Special Education teachers will provide programming and modifications as indicated in the child's IEP. These modifications include, but are not limited to; Replacement instruction, re-teaching of material, tests read, modified curriculum, checking for understanding. In addition, Special Education and related service providers will meet with parents virtually each week to discuss progress.
- The district will be responsible for the delivery or pick up needed tools for learning such as textbooks, learning packets, etc.
- All independent work will be graded and shared with students via Google Classroom in a timely fashion. Parents will be asked to assist teachers with the virtual delivery of all assessments to ensure fairness and equity.
- Report cards and AIS/ Special Ed. quarterly reports will be provided at the completion of each marking period. The Elementary Leadership Team will create a grading rubric that will reflect learning under a completely remote model.
- All UPK students will receive learning packets with various activities designed to be completed with parents at home and shared with the classroom teacher via Google Classroom.

A Hybrid Delivery Model, Which Blends In-Class With Online Learning Based on an Alternating Schedule:

This plan will be implemented based on a state mandate that requires the district to drastically reduce the number of students attending each day. The district will institute a "Two- Day Rotation Blended Learning Model"(AB model) for all students UPK-5,, with one half the student population attending every other day. The division of students will be done geographically to allow for shorter bus runs and to enable older and younger siblings to be home together. This measure would potentially assist parents with resolving child care issues.

- Communication- A district level team will determine the model most effective in providing the best and most efficient learning possible. All students and parents will be notified and educated on all procedures and protocols related to hybrid learning via in-writing notification, Google Meet, and/or telephone. Parents will be given ample opportunities to contact school personnel with questions and concerns related to this approach.
- Attendance- Attendance will be taken for remote learners based on Google Classroom monitoring of live lessons by teachers. Each teacher will be required to display class schedules on their school web page.
- Access to Technology- Students will be allowed to use district computers while learning at home. The student will be responsible for taking home and bringing back the device on days he/she will be in school.
- Professional Development- All staff will receive training with respect to online learning in areas specific to their role in the district. This training will have primary focus on Google Classroom and Edmentum. Methods of delivery may include:
 - Small group (Face to face)
 - Virtual
 - Written form
- Contingency Planning:

- Special Education Students- The district will ensure that all students with disabilities will be able to access “in school” instruction every day.
- The school nurse will make sure students with specific medical needs, ie medication or medical equipment will have equal access to those items at home as well as in school. All medication will be divided equally between home and school. Arrangement for equipment pick up and drop of on in school days will be conducted between the nurse and parent. (ex. Wheel chair, breathing apparatus etc.) In the event that the district moves to total remote learning, arrangements will be made immediately for parent pick up of essential items.
- School Personnel:
District administration will identify areas where additional staff will be needed. Hiring of qualified substitutes to provide additional instruction or alleviate overcrowding will be conducted by building administrators with financial approval coming from the district superintendent.
- Access to Supports-
The elementary building will provide a full time counselor to address any social/emotional needs of students as a result of the COVID-19 Pandemic.
Lunches will be available for parent pick up for students learning remotely.
- Accommodations-
All special needs students maintaining an IEP will be allowed to access in school learning every day.
- Learning Management Systems
The district will utilize the following student Learning Management Systems:
 - Google Classroom
 - Edmentum
 - School Tool Student Data System

All staff will be trained to efficiently utilize these three platforms with students and parents.

Assessments

- Within 30 days of returning to school, all elementary students will be assessed through the Edmentum program. Decisions on re-teaching and supplemental instruction in all areas addressed during the spring COVID - 19 lock out will be determined through this benchmark assessment. Ways of addressing these deficiencies will be addressed through whole group, small group, and/or individualized instruction. Each student will receive a benchmark assessment at the end of each 10 week marking period. All assessments will be closely related to classroom instruction and assisting teachers with what needs to be taught and in what manner.
- All elementary students will be eligible for Tier 2, in class, supports in ELA and Math based on spring 2020 remote learning. Movement within the Tiers will be determined through weekly progress monitoring through the utilization of the Edmentum assessment and recovery module.
- Mental Health Assessment-

The elementary building will follow the guidelines set by the district “Social and Emotional Learning” Team. Teachers will be instructed on how to identify student anxiety, disconnection to peers, lack of energy/performance, unwillingness to participate in school and remotely etc. Staff will be instructed to notify the appropriate member of the SEL team immediately if any of these characteristics surface in a child. Proper follow up with parents is essential.

- All assessments should be directly connected to curriculum and NYS Standards.
- All fall Benchmark assessments should be administered for the purpose of addressing unfinished instruction and to accelerate learning. A clear purpose for fall benchmarking has to be established and conveyed to parents.
- Engage Parents in determining fall instructional goal setting
 - The elementary building will solicit information from parents regarding their child’s strengths, weaknesses, areas of growth etc, over the remote period in the spring.
 - Provide benchmark results with parents to solicit feedback.
 - The elementary staff will share specific fall expectations with parents based on which learning plan the district implements.
 - The building should make all benchmark assessments and progress monitoring tools available to parents via the internet who choose to remotely educate their children over an extended period of time.

Curriculum Framework

With the goal to get every student participating in grade specific curriculum, the elementary staff will emphasize instruction in Reading and Math. Additional time will be spent exposing students to grade level content in these two areas in an attempt to accelerate learning. The implementation of Social/Emotional supports will be essential in helping students and parents understand that these gaps may not be filled in a single school year.

Early Learning

- Universal UPK

The Madrid-Waddington Central School is committed to ensuring developmental progress of preschool children through a high quality Universal UPK program. Whether the district provides instruction in person, remotely, or through a hybrid model, the district will provide various developmental strategies through a well designed plan.

 - The MWCS school district will have three 2.5 hour sessions each day taught by a certified preschool teacher to ensure the best learning environment possible while exercising proper social distancing. The classroom teachers will create “learning stations” to allow for 1:1 and small group instruction.
 - The Madrid-Waddington community currently does not have any outside agencies operating a preschool program.
- Health and Safety
 - All UPK students will eat all meals in the classroom. Desks will be placed six feet apart to allow for proper social distancing. Cafeteria staff will be placed in the classroom to assist in proper disposal of refuse.

- Each UPK classroom is equipped with an internal bathroom. Teaching assistants will assist students with proper handwashing and sanitation procedures. There will be no need for sleeping mats due to the 2.5 hour daily schedule.
- Each student will be given his/her own set of classroom manipulatives essential for learning. All activity centers (ie. interactive play kitchens, building block centers etc) will be temporarily removed until further notice.
- Each UPK classroom will be staffed by two Teaching Assistants to assist in overseeing the learning space.
- All three year old cohorts will be placed together in one self contained section.
- The district will refrain from accessing assistance from parent/community volunteers until all COVID - 19 restrictions have been lifted.

Jr.-Sr. High School

Models of Delivery

The MWCS School district fully understands and respects the rights of families during the pandemic to feel uneasy sending their children to school for a variety of reasons including underlying health conditions. As a result, we are prepared to offer a variety of learning approaches for any students in this situation regardless of their personal circumstance.

Students engaged in remote learning either by choice or school directive will follow their normal daily schedule for synchronous instruction via googlemeet. Students who are home with any symptoms of COVID-19 may also maintain attendance by engaging in remote learning while home.

Shared Decision:

Instruction Models will be created to ensure proper learning and safety measures are implemented and followed throughout the school day. This effort will be a collaboration among the following people:

- Building Principal
- School Nurse
- School Counselors
- CSE Chair
- School Psychologist
- Parent Representative
- 6-12 Building Leadership Team

Instructional Staff will:

- Reinforce social distancing in the classroom by arranging desks 6' apart and determining classroom population by using the Square Footage/Student Number formula.
- Staff will ensure that all students moving in the classroom and throughout the building will be equipped with proper fitting masks. Students will be permitted to remove masks during scheduled "mask breaks."
- All students arriving to school via bus will be dismissed one bus at a time, all wearing masks and practicing social distancing. Staff will be assigned to different spots on the arrival route to ensure this

happens. All students will be dismissed to buses at the end of the day by classrooms. Teachers will make sure all social distance measures and mask requirements are followed.

Instructional Models:

Our instructional plan will allow a seamless transition from one model to the next, while also considering the needs of our special education population and the social emotional needs of students.

Full In-Person Learning:

- Instruction in all disciplines will be aligned to the New York Learning Standards.
- Instruction will be provided by certified teachers in all disciplines.
- Classroom setup will adhere to 6 ft. social distancing and other safety guidelines.
- A condensed daily schedule will be implemented to reduce the amount of time students and staff are in the building, allowing staff more time to clean and sanitize classrooms.
- Teachers will use Google Education G-Suit (Classroom) to upload daily lesson activities, assignments, and assessments.
- Students will be provided an electronic device (Chromebook) that will allow them to complete digital assignments at school and from home.
- Semestering Courses:
 - Will reduce the number of students scheduled in each of the four core classes.
 - Students will focus on two core subjects each semester, and if we must transition to a hybrid or remote learning environment, this will reduce the burden and stress on staff and students, specifically our special education department.
- Science Laboratory Requirements:
 - Lab completion will be facilitated through a mix of hands-on and virtual labs.
- Art Class:
 - Focus on projects and assignments that can be done in a digital format.
 - Hands-on projects must utilize individual kits pre assembled by the teacher and assigned to individual students.
 - Individual student sketchbooks will be used for drawing assignments.
- Chorus/Band:
 - Flexible scheduling will allow groupings that reduce the number of students gathered at a specific time, while also maintaining social distancing protocols.
- Physical Education:
 - Flexible scheduling will allow groupings that reduce the number of students gathered at a specific time.
 - Teacher planning will focus on activities that promote sport specific skill development instead of team dynamics. All activities will be mindful of all safety regulations and maintain 12 ft. social distancing.
 - Weather permitting, classes will be conducted outdoors.
 - Provides an opportunity for activities that consider the mental wellbeing of students, such as: mindfulness, stress reduction strategies, building positive relationships with peers.

Remote Learning:

- Instruction in all disciplines will be aligned to the New York Learning Standards.
- Instruction will be provided by certified teachers in all disciplines.
- Synchronous instruction will be conducted daily via Google Education G-Suit (Meet).
- Teachers will use Google Education G-Suit (Classroom) to upload daily lesson activities, assignments, and assessments.
- Students will be provided an electronic device (Chromebook) for remote instruction, assignments, and assessments.
- Students and staff will follow the daily schedule that was utilized during in-person instruction.
- Semestering Courses:

- Will reduce the number of students scheduled in each of the four core classes.
- Students will focus on two core subjects each semester, and if we must transition to an in-person or hybrid learning environment, this will reduce the burden and stress on staff, students, and parents, specifically our special education department.
- Science Laboratory Requirements:
 - Virtual Labs will be conducted.
- Art Class:
 - Focus on projects and assignments that can be done in a digital format.
 - Hands-on projects will utilize household materials that will not place a financial burden on families.
 - Individual student sketchbooks will be used for drawing assignments. When finished, students can take a picture, upload and send it to their teacher.
- Chorus/Band:
 - Students will be assigned independent practice assignments and gather collectively through Google Meet to conduct virtual ensembles when feasible.
- Physical Education:
 - Teacher planning will focus on activities that promote sport specific skill development, improve agility and athleticism, and provide opportunities that consider the mental wellbeing of students, such as: mindfulness and other stress reduction strategies that will benefit students during remote learning.
 - Students will keep an online journal to communicate daily exercise and activities.

Hybrid Learning:

- Instruction in all disciplines will be aligned to the New York Learning Standards.
- Instruction will be provided by certified teachers in all disciplines.
- A/B schedules will identify daily in-person and remote student rosters.
- Synchronous instruction will be conducted daily via Google Education G-Suit (Meet).
- Teachers will use Google Education G-Suit (Classroom) to upload daily lesson activities, assignments, and assessments.
- Students will be provided an electronic device (Chromebook) to facilitate a more fluid transition between the in-person and remote learning environments.
- Teachers will use Google Education G-Suit (Classroom) to upload daily lesson activities, assignments, and assessments. This will facilitate a more fluid transition between the in-person and remote learning environments.
- Students and staff will follow the daily schedule that was utilized during in-person instruction.
- Semestering Courses:
 - Will reduce the number of students scheduled in each of the four core classes.
 - Students will focus on two core subjects each semester, and if we must transition to an in-person or remote learning environment, this will reduce the burden and stress on staff, students, and parents, specifically our special education department.
- Science Laboratory Requirements:
 - Lab completion will be facilitated through a mix of hands-on and virtual labs.
- Art Class:
 - Focus on projects and assignments that can be done in a digital format.
 - Hands-on projects will utilize household materials that will not place a financial burden on families.
 - Individual student sketchbooks will be used for drawing assignments. When finished, students can take a picture, upload and send it to their teacher.
- Chorus/Band:
 - In-person days, flexible scheduling will allow groupings that reduce the number of students gathered at a specific time, while also maintaining social distancing protocols.
 - Remote days, students will be assigned independent practice assignments.
 - Collectively, in-person and remote students will gather collectively through Google Meet to conduct ensembles, when feasible.

- Physical Education:
 - In-person days:
 - Flexible scheduling will allow groupings that reduce the number of students gathered at a specific time.
 - Teacher planning will focus on activities that promote sport specific skill development instead of team dynamics. All activities will be mindful of all safety regulations and maintain 12 ft. social distancing.
 - Weather permitting, classes will be conducted outdoors.
 - Provides an opportunity for activities that consider the mental wellbeing of students, such as: mindfulness, stress reduction strategies, building positive relationships with peers.
 - Remote days:
 - Teacher planning will focus on activities that promote sport specific skill development, improve agility and athleticism, and provide opportunities that consider the mental wellbeing of students, such as: mindfulness and other stress reduction strategies.
 - Students will keep an online journal to communicate daily exercise and activities when they are away from school.

SCHOOL SCHEDULES

Elementary

- In-Person:
 - Both Elementary and High School Gymnasiums, along with the auditorium and LGI room will be utilized for larger group instruction. These spaces will allow for in person instruction while assuring minimum social distancing requirements.
 - The school day has been condensed 30 minutes to reflect the closure of lunch rooms due to social distancing concerns. Students will be required to eat in their homerooms. All high school students will be dismissed daily at 1:40 while dismissal time for elementary students will be moved up to 2:30.
 - All special area classes (Art, Music, Computer) will take place in elementary homerooms to reduce hallway congestion.
 - The building administration will limit individuals in the school building to staff and students only. A designated pick up spot will be made available outside the office for student pick up. Only one person will be allowed in this area at one time. Masks are mandatory for all persons entering this area.
 - UPK classes will be conducted in three shifts to reduce numbers and avoid unnecessary student to student physical contact.

Jr.-Sr. High School

- Regardless of instructional model, student equity and access will always be a focus. The district has and will continue to prioritize student equity by doing the following:
 - Assigning an electronic device (Chromebook) to all students.
 - Reaching out to and fostering relationships with local internet providers to assure that households have adequate internet access.
 - Neighbor-To-Neighbor Program
 - Promotional internet installation as available
 - Reduced or free monthly internet access
- A traditional 9-period schedule has been modified to allow for semestered courses in ELA, Math, Science, & Social Studies.

- Will reduce the number of students scheduled in each of the four core classes.
- Regardless of the instructional model, students will focus on two core subjects each semester.
 - Fluid transition between in-person, remote, and hybrid learning models.
 - Will reduce the burden and stress on staff and students, specifically within our special education department.
 - Mindful of the social emotional wellbeing of students and families.
- A condensed daily schedule will be implemented to reduce the amount of time students and staff are in the building, allowing the custodial staff more time to clean and sanitize.
- Schedule modifications will allow staff to supervise student lunch in classrooms.

ATTENDANCE AND CHRONIC ABSENTEEISM

The MWCS school district is prepared to employ a number of creative methods to reach out to all remote learners who experienced difficulty engaging in distance learning during spring 2020. The district is prepared to create policies and procedures that include academic consequences of lost instructional time and address student nonparticipation before they fall behind in their learning. A portion of this policy must include support and assistance from community agencies to avoid taking legal action against non-participating students or families.

ReopeningMandatory Requirements

Elementary

- The elementary SDM team will work with the IT department to develop a mechanism through Google Classroom to catalog daily student/teacher and parent/teacher interactions. This electronic document will also contain a daily attendance component for remote learners.

Jr.-Sr. High School

- Regardless of the learning environment, teachers will monitor student attendance/engagement using the school reporting system SchoolTool.
- Daily school attendance will be reported with first period attendance.
- The school reporting system (SchoolTool) will add the following attendance labels for data collection purposes and to monitor student attendance/engagement:
 - Present Remote
 - Absent Remote

Attendance For Reporting Purposes

Elementary

- Daily attendance for all School age in person and remote learners will continue to be recorded by the student's homeroom teacher in School Tool and reported to SIRS by the district CIO.

Jr.-Sr. High School

- Daily school attendance will be reported with first period attendance.
- The school reporting system (SchoolTool) will add the following attendance labels for data collection purposes and to monitor student attendance/engagement:

- Present Remote
- Absent Remote

Chronic Absenteeism

Elementary

- Chronic absences at the elementary level due to COVID-19 concerns will focus on lost instructional time instead of truancy. Staff will work with parents to provide opportunities to remediate students who have not participated either in person or remotely.

Opportunities include but not limited to:

- Recording lessons
- Learning packets
- Supplemental instructional programming through Edmentum
- Both staff and administration will utilize various methods of communication with families to develop positive home/school relationships and assist in resolving issues surrounding chronic non absenteeism.

Examples include the following:

- a. Phone contact
- b. Parent contact through media platforms such as Class DOJO
- c. Written correspondence
- d. Email
- e. Community Agency Involvement (DOS, SLC Probation, Preventive Services etc)
- f. County Counseling Agencies
- g. School Counseling Office
- Students with chronic absenteeism due to COVID-19 will be assigned a school advocate to assist in guiding each student back to learning.

Examples of these people are:

- a. School Counselor
- b. Special Education Teacher
- c. Principal
- d. Special Area Teacher
- e. Related Service Provider
- f. Big Brother/Big Sister

Jr.-Sr. High School

- Student attendance/engagement data will identify at-risk students, allowing school personnel to initiate conversations with families to ascertain issues or obstacles that may prevent students from being engaged.
- Pertinent school personnel will review and discuss measures that can assist identified at-risk students and their families.
- When necessary, the school will coordinate with outside agencies to assist families to overcome any barriers that are preventing the student(s) from attending school, regardless of the learning environment: in-person, remote, or hybrid.

Educational Neglect

Elementary

- Any allegation of Educational neglect will be made only after multiple failed attempts by the school to engage parents and students in face to face, hybrid, and/or remote learning activities.

- If parents feel that “in school” learning is unsafe during the pandemic, remote learning opportunities will be provided to the child. Any allegation of educational neglect will be filed only after multiple failed attempts to remedy any difficulties surrounding online parent participation. Cases of Educational Neglect will only be considered if the following occur:
 - a. Multiple failed attempts to communicate with parents through options listed above.
 - b. Knowledge that parents have obtained all technological hardware and internet connections needed for remote learning but still refuse to participate in remote learning.
 - c. Any verbal or written refusal by parent or guardian to participate in any of the three learning options provided by the district without providing a district approved Home School application.

Jr.-Sr. High School

- Any allegation of Educational neglect will be made only after multiple failed attempts by the school to engage parents and students in face to face, hybrid, and/or remote learning activities.
- If parents feel that “in school” learning is unsafe during the pandemic, remote learning opportunities will be provided to the child. Any allegation of educational neglect will be filed only after multiple failed attempts to remedy any difficulties surrounding online parent participation. Cases of Educational Neglect will only be considered if the following occur:
 - d. Multiple failed attempts to communicate with parents through options listed above.
 - e. Knowledge that parents have obtained all technological hardware and internet connections needed for remote learning but still refuse to participate in remote learning.
 - f. Any verbal or written refusal by parent or guardian to participate in any of the three learning options provided by the district without providing a district approved Home School application.

Persons in Need of Supervision (PINS)

Elementary

- Before taking such drastic action, building administration will work closely with parents/guardians to resolve any issues indicated above. Building administration will seek assistance and support in creating a PINS intake referral only after multiple measures have been taken to assist the child and support the efforts of the family.

Jr.-Sr. High School

- Before taking such drastic action, building administration and pertinent staff will work closely with parents/guardians and outside agencies to resolve any issues that are preventing student engagement.

Building administration will seek assistance and support in creating a PINS intake referral only after multiple measures have been taken to assist the child and support the efforts of the family.

SPECIAL EDUCATION

Areas Identified Specific to Students with Disabilities (SWD)

- Health and Safety Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)
 - Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
 - Staff working with SWD will be trained regarding safety protocols as related to the Covid 19 pandemic with the assistance of the School Nurse and related medical personnel.
 - Consider how the LEA will address students with disabilities who refuse or are not able to wear masks.
 - Students will be socially distanced as per the DOH guidelines and staff working with students will use PPE/ masks.
- Planning for Students who are Medically Fragile and/or Immune Compromised
 - School will work with parents, School Nurse and medical personnel to determine schedule and appropriate activities for students so as to not result in further medical complications.

Least Restrictive Environment (LRE)

- CSE will continue to update and revise students' IEPs through team meetings to ensure that SWD will attend classes with students without disabilities to the greatest extent possible consistent with student's IEP.

LRE Documentation

- CSE along with parents will collaborate to determine the LRE and such decisions will be documented within the student's IEP.

IEP Implementation

- Flexibility will be given when appropriate to ensure that students' programs and services whether delivered in- person and/or remotely.
 - For example: flexibility to the respect of the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio, etc.

Provision of Services

- Each student with a disability will be provided the special education and related services identified in the student's IEP.
 - Teletherapy will be used when in- person is not possible.
- Flexibility will be given as related to mode and/or manner of services to ensure health and safety protocols.
- Modes and delivery may change to address the various and/or changing instructional models including in- person and remote learning.
 - Schools will continue to use the guidance included in Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus

(COVID-19) Outbreak in New York State (March 27, 2020) & Supplement #1 (April 27, 2020), when providing remote services.

- A modified block master schedule has been developed for grades 6-12 to accommodate all students. This will cut down on the amount of course load students need to take each semester into more manageable chunks in the event of remote/ hybrid learning.

Progress Monitoring

- Teachers and service providers will continue to collect data, whether in- person or remotely and use these data to monitor each student's progress towards annual goals and to evaluate the effectiveness of the student's special education services.
 - Reports of progress to parents may be made via phone or other electronic means, if specified in the student's IEP cannot be met with reasonable efforts.

Best Practice for Contingency Plans

- In the event of potential future intermittent or extended closures, CPSE/ CSE will prepare for all contingencies and consider plans to address students' remote learning needs.
- The intent is for, whenever possible, all SWD will attend an in- person schooling. When remote, every attempt will be made to accommodate student needs.

Compensatory Services

- CPSE/ CSE will make individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year.
- Committees will convene, review data and recommend a change in service and duration to assist students as best appropriate.

IEP Implementation Documentation

- Teachers and services providers will keep additional documentation regarding changing student needs due to the period of remote instruction.
- Upon return to an in- person instruction, CSE will convene and address a student's needs and services as appropriate related to the student's IEP.
- Documentation can include a Google Sheet keeping record of student's progress and necessary accommodations needed once the student returns to in-person instruction and is shared with parents and CSE.
- Formative assessment and ongoing monitoring of student progress will be documented and maintained in SchoolTool and IEP Direct management programs.
- Documentation will be shared with parents in their preferred language or mode of communication.
- Teachers and service providers will maintain documentation of collaboration with parents to develop contingency remote leaning plans through the use of Google Sheets.
- School will utilize IEP Direct to document the ongoing provision of compensatory services to individual students upon the reopening of schools.

Child Find

- Schools will maintain their responsibilities under IDEA to identify, locate and evaluate all students with disabilities who are in need of special education and related services, keeping in mind the impact that school closure may have had on all students.

Referral

- All factors that may have influenced the student's progress during school closures due to COVID-19 will be taken into consideration before referring a student for special education.
- Students suspected of having a disability will be referred for an initial special education evaluation and obtain parent consent for the evaluation.
- A referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education.
- All parent referrals and requests for referrals by school staff will be considered as usual under the procedures in Commissioner's Regulations section 200.4 (a).

Initial Evaluation/ Reevaluation

- Special Education evaluations (ie., initial or reevaluations) will be conducted whether in- person or remotely within the required timelines.
- The use of technology will be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. In- person evaluations will be first priority whenever possible.
- DOH and CDC guidelines will be followed at all times when conducting in-person evaluations.
- School will review records to determine which students are due for an initial evaluation or reevaluation and make a plan to address any backlog of evaluations.
- School will continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID- 19 pandemic to meet special education timelines.

Eligibility Determination/ Annual Review Meetings

- School will keep clear procedures and expectations for CPSE/ CSEs to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually.
- Parents of a student with a disability and a school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

Communication/ Coordination

- School will ensure clear, ongoing and shared communication and collaboration for equitable access to special education programs and services and continued offer of FAPE for SWD.
- School districts and approved programs serving SWD will collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

Meaningful Outreach and Engagement with Parents of Students with Disabilities

- Effective communication between school personnel and parents includes the following:
 - Working collaboratively and creatively to help ensure there is an understanding of the school's efforts to provide services consistent with the recommendations on the IEP and monitor student progress; and
 - Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.

Procedural Safeguards and Prior Written Notice Requirements

- School will continue to provide the procedural safeguards notice to parents.
- School districts will continue to provide parents with prior written notice in reasonable time before a change in the identification, evaluation, educational placement or provision of FAPE to

the student.

- The procedural safeguards notice, prior written notice and CPSE/ CSE meeting notice may be provided to the parent by email if the parent elected to receive documents by email.
- Prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and telepractice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement.
- If, however, based on current circumstances, revisions or additions to a student's IEP need to be made to continue to meet the student's need while school is closed due to COVID- 19, such changes must be made by the CPSE/ CSE at a meeting or through a written agreement with the parent to amend the IEP without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).

Partnership and Collaboration to Reflect All Settings Where Students are Served

- School districts are ultimately responsible for the provision of FAPE.
- For those students who are receiving special education programs and services in a charter school, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school- age program serving students with disabilities, or for approved preschool special education providers contracted by the county, each school district must conduct outreach efforts to remain informed regarding planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials and technology that may be available to students, as appropriate.
- For those special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services must continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State- operated school, State-supported school, preschool special class or preschool special class in an integrated program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs.

Accommodations and Modifications

- All recommended accommodations and modifications will be followed as outlined on the student's IEP.

Supplementary Aids and Services

- Students will have access to supplementary aids and services to meet their unique instructional and social emotional needs regardless of in-person instruction or remote learning

Technology

- Assistive technology devices will be provided and maintained regardless of in-person instruction or remote learning.
- Protocols are outlined in the Digital Equity section of the district plan to address student and family needs in relation to technology needs.
- Parents will be provided with a list of individuals, including their contact information, available to respond to questions and concerns regarding the assistive technology device and/ or service for their child(ren).

Attendance and Enrollment

- 180- Day or 30- Day Requirement
 - For the 2020-21 extended school year program, days where programs and services are provided remotely count toward the 30 days of service requirement.

Resources

Federal

- [US Department of Education \(USDE\) COVID-19 \(“Coronavirus”\) Information and Resources for Schools and School Personnel](#)
- [National Center for Systemic Improvement’s COVID-19 Resources for Supporting Students with Disabilities](#)
- [Early Childhood Technical Assistance Center \(ECTA\): COVID-19 Resources and Information Web-page](#)
- [OSEP Ideas that Work Continuity of Learning During COVID-19](#)

Office of Special Education

- [Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus \(COVID-19\) Outbreak in New York State](#)
- [Supplement #1](#)

CAREER AND TECHNICAL EDUCATION (CTE)

A large number of Madrid-Waddington Central School students in grades 11-12 participate in BOCES technical programs. As schools and districts re-open, it will be critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached. The principles and framework outlined below will help ensure all students who participate in a CTE program can safely receive the same level of rigor, challenge, and competency across all areas of the state, and among all programs. CTE programs, and the postsecondary credentials they offer students, provide currency in the labor market and serve as key momentum points for individuals on a path to economic opportunity, especially those from underserved communities. Maintaining these opportunities for students is vital for families, communities and the State.

When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of Learning Standards, CTE Core Content Standards, industry certifications, college credit agreements, etc. Programs should focus on positioning students to independently extend their learning with direction and guidance from their teachers, with the goal of preparing students for careers and postsecondary success.

Additional Considerations for CTE Teaching and Learning

- Offer more flexibility in the delivery of certain CTE courses, including options for new class configurations.
- Engage students in learning experiences prior to the school year or before or after school.
- Consider how personalized student learning plans/portfolios can be used to customize each student’s experience, especially with respect to possible learning loss.

- Identify the CTE content where a break or slowdown in instruction would have the most significant negative impact on student learning. If all content cannot be addressed in person, it may be beneficial to prioritize the teaching of that key content synchronously.
- Implement diagnostic tests, formative assessments, and other assessment options at the beginning of the school year to ascertain learning loss and progress.
- Share resources and services with other tech centers offering the same CTE programs for common virtual classrooms, especially regarding challenging content that students commonly struggle to master.
- Engage students through virtual or blended Career and Technical Student Organization (CTSO) activities.
- Consider how strategic scheduling can maximize in-person and synchronous learning, and what content within each course can be delivered through independent, asynchronous coursework.
- Conduct lab hours on a flexible schedule at school for fewer students per day.
- Consider how to model and replicate the use of certain tools and machines remotely in order to develop skills prior to and in between in-person settings.
- Thread/scaffold prior course content that may have been missed throughout the current course for a spiraling effect of learning.
- Determine if new scheduling time limits would impact the delivery of hands-on course content and chunk or rearrange curriculum as appropriate. Determine the status of scheduling and content delivery at the college partner and make student, teacher, and/or transportation adjustments as necessary.

CTE classrooms.

- Develop a system to clean all equipment or tools being used using the health and safety guidance as the foundation for their planning. Tools are checked out often during an instructional period and returned at the end of that class. A process should be developed to ensure that all tools are cleaned each time they are returned so that they are ready for the next student or next class.
- In an instructional laboratory such as a shop, equipment is used numerous times during a class period and may need to be sanitized according to the health and safety guidance. Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19.
- A process should be developed to ensure all equipment is clean and safe every time a class occurs. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. It would be appropriate to assign a student each period to ensure that equipment is properly cleaned following each use.
- To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction.

Work-Based Learning

Transitioning to in-person work-based learning (WBL) will require collaboration by regional and local partners to ensure a safe and healthy workplace learning environment. Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

- Limit in-person participation in WBL and allow for WBL to take place gradually and safely by following all CDC Considerations for Schools for health and safety in the workplace such as social distancing and use of enhanced Personal Protective Equipment (PPE).
- Integrate innovative WBL experiences by coordinating with employers, students and parent/guardians and WBL coordinators.
- Ensure WBL coordinators, students and parents receive the most current available guidance and information about health and safety in the workplace.
- Work closely with business representatives to discuss liability concerns and safety trainings for students.
- Leverage virtual employability skills resources from Career and Technical Student Organizations (CTSO).
- Decrease or eliminate the required hours of work-based learning participation, if applicable.

Career Advisement

- Schedule in-person and/or virtual career advising meetings between students and school counselors to discuss and develop a plan for student learning plans, career education, personal and social development and college and career pathways.
- Provide career education materials and counseling news (high school course catalogs, virtual and in-person college tours, scholarship information etc.) on the school webpage, school announcements, and billboards in addition to electronic communication for students and parents to access.
- Schedule in-person and/or virtual career education meetings with parents to review student learning plans, college and career pathways, CTE programs and career exploration.
- Utilize online career and college preparation tools to promote career exploration and college readiness.

Career Partnerships and Development

- Incorporate career/industry guest speakers into CTE courses using an online meeting platform or consider live streaming for enhanced interaction with students.
- Attend meetings held by local/county/state professional associations (e.g. chamber of commerce, rotary club, and small business association) to promote CTE programs and build partnerships.
- Build capacity of and provide support to business and industry partners to enable them to become learning partners in an innovative learning environment.
- Limit in-person CTE program advisory meetings and Comprehensive Local Needs Assessment (CLNA) meetings. If hosting in-person meetings, practice recommended social distancing and safety guidelines and offering the opportunity for virtual participation.
- Limit attendance at in-person business and community professional meetings and enforce recommended social distancing and safety guidelines and offer virtual participation. Provide appropriate PPE for teachers, students and staff to participate in in-person meetings and WBL experiences.
- Verify that all students participating in virtual advisory committees and CLNA meetings have access to a school-issued digital device, receive home internet access, and are trained on the use of virtual platforms, including internet safety training.

Additional Considerations for CTE Teacher Professional Development

- Design specific teacher professional development around content that must be addressed in-person and for content can be delivered virtually, provide virtual professional development opportunities.

- Provide professional development for faculty and staff regarding the care and sanitization of equipment, workspaces, supplies and uniforms, as well as social distancing safeguards and health and safety guidelines.
- Create and/or leverage existing high-quality CTE curricular resources available on online platforms, possibly through collaborative development in professional learning communities.
- Consider how the process for new CTE teacher intake will need to be modified, including acclimation to the school community mentoring programs, and new teacher support.

BILINGUAL EDUCATION AND WORLD LANGUAGES

Considerations For Reopening Plans

- MWCS will ensure that all teachers and administrators receive professional learning on topics related to the use of technology and hybrid or remote learning strategies in topics related to ELLs as required in accordance with our ELL population.
- Establish protocols that promote coordination among English as a New Language (ENL) and content area teachers for delivery of remote and hybrid learning.
- Progress monitoring tools will be developed to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both English and the students' home languages.
- Resume and identify programs to address specific needs of Students with Interrupted/ Inconsistent Formal Education (SIFE), ELLs with IEPs, and other vulnerable populations during the reopening process.
- Priority will be given to 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.
- Educational technology will be utilized when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools.
- MWCS will provide Emergent Multilingual Learners enrolled in PreKindergarten programs with instruction in their home languages during remote and hybrid learning.
- Students will be actively engaged 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, our school district will ensure that all ELLs and other vulnerable students can access technology and wi-fi needed for periods of remote learning so that they do not fall further behind as a result of COVID-19 closures and remote/ hybrid learning.
- School will provide additional units of study if they deem necessary based on student need.
- School will keep the unique needs of parents and 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 equitable access to critical information about their children's education as they transition back to school in fall 2020.
- Implement the practices described in the Culturally Responsive- Sustaining Education Framework during hybrid or remote learning.

Initial Identification of Potential ELLs

- MWCS will work to complete the ELL identification process within 30 school days of the start of the school academic school year for all students who enrolled during COVID-19 school closures

in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year.

- Initial screening process will be followed in person for new entrants following the district's safety protocols to ensure compliance with the Governor's Executive Orders and Center for Disease Control (CDC) health and safety guidelines after regional reopening.
- Any new entrant enrolling in a school district, will provisionally placed in a Bilingual Education program while awaiting NYSITELL results.

Units of Study for English as a New Language (ENL) and Transitional Bilingual Education (BE) Programs

- All ELLs will be provided the required instructional Units of Study in their ENL or BE program on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning.

Communication and Language Access

- All communications for parents/ guardians of ELLs must be in their preferred language and mode of communication.
- MWCS will, to the greatest extent possible, provide interpretation and translation through a qualified interpreter/ translator in the languages most commonly spoken in the district, and at a minimum in those languages spoken by a large number and percentage of ELLs.

Professional Learning for Educators

- Special considerations will be given to promote an understanding of Bilingual Education, use of home language and the linguistically diverse needs of ELLs.
- All teachers and administrators will receive professional learning related to serving ELLs as required by the Commissioner's Regulations Part 154.
- Teachers of ELLs will be provided, if needed, professional learning to strengthen their knowledge and skills to address new learning challenges that ELLs may face as a result of spring 2020 COVID-19 closures.
- ELLs will have opportunities to collaborate with and cooperatively learn with peers who have mastery in English or are non ELLs.
- Professional Learning opportunities will be offered in, but not limited to, the following areas:
 - Implementing collaborative models of instruction: co- planning, sharing best practices to support standards- based curriculum accessibility for ELLs;
 - Progress monitoring: analyzing and interpreting data to inform instructional decisions; differentiating instruction; designing lessons that accelerate learning; and utilizing formative and summative assessments to identify and address instructional gaps;
 - Implementing language- based strategies in all four modalities and teaching language skills across a standards- based curriculum;
 - Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement;
 - Building positive relationships/ rapport among teachers, students and parents/ guardians.

Blueprint for English Language Learner/ Multilingual Learner Success

- Upon reopening, teachers will be prepared to design units of study in their own content area capitalizing on the home language and the English linguistic demands of ELLs.
- Schools will determine new methods to measure the English language proficiency levels of their ELLs

Progress Monitoring

- New methods will be developed to measure the English language proficiency levels of their ELLs to ensure that these students are receiving the appropriate level of instruction
- Checklist for Developing or Selecting an English Language Proficiency (ELP) Progress Monitoring (Interim) Assessment

Educational Technology

- Resource Collection for ELLs and World Language Students - to support educators in adapting and developing lessons and units of study to meet the needs of ELLs at all levels of proficiency and develop appropriate scaffolds for use in the virtual classroom.

Emergent Multicultural Learners in Prekindergarten

- Prekindergarten programs are expected to continue to implement best practices to leverage the home language in instruction, as well as implement culturally responsive- sustaining education, in accordance with NYSED's Culturally Responsive- Sustaining Education Framework.

Family Partnerships and Communication

- Information will be provided to families in the language they understand.
- Collaboration and Communication with parents/ guardians and other family members will continue to be maintained.

Culturally Responsive- Sustaining Education Framework

- To be used by educators create student- centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices and empower students as agents of social change.

Documents and Resources

- OBEWL Home Page
- OBEWL ELL Resource Collection
- RBERN Contact Information
- The Blueprint For ELL/MLL Success
- Provision of Services to English Language Learners and World Languages Students During Statewide School Closures Due to the Novel Coronavirus (COVID- 19) Outbreak in New York State
- Bridges SIFE Resources

- [Interpretation and Translation Supports](#)
- [NYSESLAT Cancellation Parent Notification Letter](#)

Social Emotional Well-Being

Staff Mental Health

- Support the well-being of staff members. As educators' social-emotional state improves, they will better be able to support the social-emotional well-being and learning needs of their students.
- Districts must account for the well-being of their educators and staff as they develop reopening plans.
 - Considerations:
 - Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
 - Prioritize educator self-care and wellness through the summer and at the start of the 2020-2021 school year.
 - Support educators' access to mental and behavioral resources and encourage them to utilize these services.
 - Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

Mental Health/ Trauma-informed Practices for Students

The district will:

- Be proactive in providing access to mental health and trauma supports for adults and students, including partnerships with outside entities and agencies. The communication plan will include how to access both school and community support for students, staff, and families in all learning environments (in-person, hybrid, and remote).
- Pertinent school personnel will assess student mental health, while maintaining HIPAA requirements and identify students in need of additional support.
- Establish and communicate to all staff, guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- Identify a point person(s) to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Use the crisis management plan as needed following an acute incident (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Designate a mental health liaison (school-based) who will work across the district, local public health agencies, and community partners.
- Activate communication channels for district stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians any return to school transition information including:
 - Destigmatization of COVID-19;
 - Educating their children on mask wearing and social distancing;
 - Understanding normal behavioral response to crises;
 - General best practices of talking through trauma with children; and
 - Positive self-care strategies that promote health and wellness.

Social-Emotional Learning

- CSE Student Needs:
 - Students remain in the building on daily basis, regardless of the instructional model
- At-Risk or identified students w/SEL concerns:
 - Students remain in the building on daily basis, regardless of the instructional model
- Core Essentials: Social Emotional/Character Education Curriculum
 - Independent instruction and implemented into daily lessons in all course disciplines
- Project Connect: Rapport and Relationship Building
 - Staff members will be assigned a group of students that they will do regular check-ins with.
 - Provides students with a trusted adult that they can confide in if necessary
- Family Engagement
 - Provide resources that educate and assist parents during remote and hybrid learning environments.
 - Survey parents on what they need more information about or assistance with.
 - Quarterly virtual forums with parents addressing any identified issue that they want to discuss or need assistance with.
 - Schedule or Invite community agencies as an additional resource.
 - Periodic virtual public forums that allow parents to address issues or concerns they may have.
 - Provide parents with a list of community resources and agency programs.
- District Response Teams:
 - Assess the needs of identified at-risk populations
 - Building principals, counselors, nurse, and trusted staff members
 - DTST (District Trauma Sensitive Team)
- Say Something Anonymous Reporting System
 - Students and Parents can anonymously communicate with pertinent school personnel concerns they have regarding specified students.
 - School personnel will take action and reach out to the student and family to assure their safety and wellbeing.
 - School will inform the family of any outside agencies or resources that can be of assistance.
- Professional Development for Staff:
 - Provide staff the necessary resources and education that will assist them with meeting the social emotional needs of their students:
 - Book Studies
 - Discussions
 - ACEs Study and Mindset assessments
 - Strategies on building relationships with students and their families
- District Counseling Plan
 - Will provide relevant information to assist families regarding school and community agency resources.

TECHNOLOGY AND CONNECTIVITY

With the onset of remote learning last March, technology has become a valuable tool to help ensure continuity of learning for students. In many instances, students needed a device to access content, participate in classes, or communicate with staff. In addition to a device, internet access was required

for students and parents to access much of the curriculum. The quality of internet access plays a key role as well, since multiple students, or family members working remotely, may need access simultaneously.

In many ways Madrid-Waddington was well prepared to make the transition to remote learning and worked tirelessly to bridge any gaps that became apparent. We will once again be prepared to deploy this instructional delivery method in September and will be undertaking the following steps:

- Resurvey families to collect updated information about the numbers, types, and condition of devices used in their homes to support remote learning as well as any lack of internet service.
 - The District will provide a Needs Assessment to all families inquiring:
 - If they currently have home internet access
 - Families will be asked what internet service they have (in order to assess whether the connection is capable of streaming live video)
 - If the students have devices at home. If they do not, students will receive a district-issued Chromebook to complete schoolwork.
- Expand at-home access to devices and the internet.
 - The District worked diligently in the spring to make certain ALL homes had high-speed access to the internet. This process will continue as new students move into the District.
- Provide students opportunities to give feedback on remote learning instruction and materials.
 - The District will regularly garner feedback from students regarding the process of remote instruction and materials.
 - Part of the initial resurvey will inquire about experiences with remote learning in the spring.
- Consider access to post-secondary learning opportunities for all students and how to increase these in remote learning environments.
 - The District will work to provide online collegiate-level opportunities for students to receive post-secondary class experience
- Consider consolidating specialized, low-enrollment classes in a region to one full class via remote learning per contractual language.
 - The District works with our local BOCES and RIC to create partnerships that will provide these opportunities for students.
- Designate a single point of contact in each school to plan and communicate with district technology teams as information from surveys becomes available.
 - The District Technology Coordinator will be the point of contact as survey information becomes available.
- Revisit district technology plan to include guidance on remote learning and establishing access for families.
 - The District will work on a revised Technology Plan during the 2020-2021 school year.
- Include opportunities for training and support for educators to adapt remote learning for the classroom in PD plan.
 - The District has and will continue to offer several PD sessions on remote learning strategies and tools
- Identify a device and/or general technology support leader for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
 - The District Technology Coordinator will be the support leader for the District.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.

- The District publishes the Technology Coordinator's name and contact information on the District's website
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
 - The District will continue to monitor the demands. Currently, there is no need to expand.
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
 - Identify an asset tracking tool.
 - Identify a team to assist with processing, returning, and maintaining devices, if needed.
 - The District has a plan that was executed and revised following the return of all devices in June. All of the above items have been included in the plan.
- Develop on-site triage of staff and student devices in partnership with BOCES IT service to minimize the time that staff may be without a device.
 - The District utilizes a NERIC technician five days per week, and a district microcomputer systems coordinator five days per week in addition to the Technology Coordinator
- Prepare an Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
 - The District regularly completes tests of infrastructure. In June a new WLAN server was installed and all wireless access points were evaluated and tested.
- Develop a technology support plan for families that includes options for families without internet access.
 - The District is working very closely with BOCES to work on options for families who can not afford internet access. (currently, all District homes have ACCESS to the internet, but may not be able to continue to afford the service.)

BUDGET AND FISCAL

In the wake of the COVID-19 pandemic, the Madrid-Waddington Central School District faces many uncertainties pertaining to the school budget. Successfully navigating the past several months and the school year(s) ahead, will require flexibility, creativity, transparency, and efficiency. Particular challenges, both new and existing, may include:

- Unanticipated expenses that were not included in the approved 2020-21 budget, such as providing meals to all children, printing and mailing thousands of absentee ballots for the budget vote and BOE elections, purchasing and deploying new devices, and increased purchases of Personal Protective Equipment.
- Additional costs associated with remote learning (e.g training, software, hardware), additional cleaning products, and possible increases in transportation costs.
- Additional costs associated with increased cleaning protocols both in products and salaries.
- New, unfunded mandates from the State, which will affect budgets throughout the 2020-2021 academic year, and possibly beyond.
- Reductions in NYS aid payments.

- A reduced tax cap due to a sluggish economy, combined with a decreased local capacity to fund public education due to unemployment, health concerns, or some combination.

Despite the pandemic and having to navigate a new, and potentially changing, landscape, we must continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order. It is clear that we should prepare for inevitable budgetary restraints as the public health situation remains uncertain and ever-changing.

STAFFING

As Madrid-Waddington Central School prepares for reopening, our work regarding labor relations and human resources is guided by some core principles, which include:

- As a general rule, what was true for labor and employment law before the pandemic continues to be true.
- We must work with their local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, are followed, including for identification of new potential cases of COVID-19.
- We must remain flexible and be ready to adapt to Executive Orders issued at any time by the Governor of the State of New York. Reopening plans and procedures are highly dependent upon the ever changing landscape of the Executive Orders.

Certain areas, identified below, require specific attention. The district will address them as follows:

- Staffing -
 - Early identification of staff who are in a high risk category to determine eligibility to work remotely.
 - Identification of necessary PPE for staff deemed essential for on-site duties.
 - Assessment of staffing requirements for student and staff wellness, technology support, and other COVID-19 related needs.
- Americans with Disabilities Act (ADA) -
 - Compliance with the Americans with Disabilities Act (link)and providing reasonable accommodations has been and continues to be applicable.
 - The process for reasonable accommodations remains the same.
 - The legal standards for reasonable accommodations remains the same.
 - The government-funded Job Accommodation Network (JAN) is a free service that may be used by the district, or individuals, to find ideas about effective accommodations. JAN can be reached at 1-800-526-7234 (voice or TDD); or at www.jan.wvu.edu/soar.
- Collective bargaining -
 - Collective bargaining laws continue as they did prior to the pandemic.
 - Management and labor in the Madrid-Waddington Central School District historically enjoy a strong working relationship, with a shared focus on the education and welfare of students, combined with a mutual respect for roles, responsibilities, and values of the other. We collectively recognize that, as a best practice, communication between employers and employees is vital to address the ever changing landscape of State and Federal directives related to COVID-19. Frequent formal and informal communication and collaboration characterize our efforts.
- New or Modified Laws:

- Signage is posted in visible spaces informing employees about new leave laws. Email communication has also been used to notify employees about new leave laws, specifically the Families First Coronavirus Response Act, as a vehicle to provide paid sick leave to employees and expand FMLA under specific conditions.
- Information specific to FFCRA is available at the following:
 - § <https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave>
 - § Q & A: <https://www.dol.gov/agencies/whd/pandemic/ffcra-questions>
 - § Schools should post the employee rights: https://www.dol.gov/sites/dolgov/files/WHd/posters/FFCRA_Poster_WH1422_No_n-Federal.pdf

- TRAINING
 - In addition to the aforementioned topics, the COVID-19 pandemic warrants special attention be given to the training of existing and new employees. Roles and responsibilities may change in response to additional health and safety considerations, and existing tasks may require modifications in response to new health and safety protocols. Employee welfare is at the forefront of our priorities. Training specific to certain positions will be conducted as follows.

- Custodial Workers
 - Employees will complete mandatory training for:
 - COVID-19 Guidelines
 - COVID-19 Cleaning/Disinfecting Protocols
 - COVID-19 PPE
 - Employees will be taught to recognize the symptoms of COVID-19 and provide instructions on what to do if they develop symptoms within 14 days after their last possible exposure to the virus. At a minimum, any staff should immediately notify their supervisor and the local health department if they develop symptoms of COVID-19. The health department will provide guidance on what actions need to be taken.
 - Employees have been trained on the hazards of the cleaning chemicals used in the workplace.

- Food Service Worker Training
 - Employees should complete mandatory training including:
 - COVID-19 Guidelines
 - COVID-19 Cleaning/Disinfecting Protocols
 - COVID-19 PPE
 - Food service workers must undergo specific training related to new requirements for health and safety. Including but not limited to:
 - Safe serving practices
 - Social distancing requirements
 - Safe packaging of food products
 - Safe delivery of food products to families
 - Training should take place in person in small groups at each food service site.

- Clerical/Support Staff Training:
 - Employees should complete mandatory training including:
 - COVID-19 Guidelines
 - COVID PPE
 - Social Distancing Requirements

- Signage must be visible through the buildings outlining expectations and procedures, including personal hygiene.

- Administrator/Supervisor Training:
 - Employees should complete mandatory training including:
 - COVID-19 Guidelines
 - COVID PPE
 - Social Distancing Requirements
 - This group should familiarize themselves with all guidelines and protocols contained within this document in order to effectively answer questions from staff.
 - Specific training for supervisors should be offered regarding identifying mental health concerns among staff members.

- Bus Driver Training
 - Employees should complete mandatory training including:
 - COVID-19 Guidelines
 - COVID PPE
 - Social Distancing Requirements
 - Select NAPT Webinars should be reviewed, per directives of the Head Bus Driver. Relevant webinars are included below.
 - How to Protect Students and Drivers from Infectious Disease Outbreaks on Buses
 - PowerPoint Presentation
 - Dealing with COVID-19 Stressors in the Current Information Environment While Working and at Home - sponsored by Worldwide Assurance for Employees of Public Agencies (WAEPA)
 - COVID-19: Simple Answers to Top Questions handout
 - Going Back to School Before the Kids: Part 1
 - Webinar Q&A
 - Going Back to School Before the Kids: Part 2
 - Going Back to School Before the Kids: A Return to School Roadmap Part I
 - Return to School Roadmap
 - Going Back to School Before the Kids: A Return to School Roadmap Part II
 - Session Q&A
 - Transportation's Role in Recovery Planning for Students with Special Needs
 - PowerPoint Presentation
 - Considerations for Transportation Needs for Students with Disabilities during School Recovery Planning flowchart
 - School Bus OEMs Preparing for Back-to-School - What You Need to Know
 - PowerPoint Presentation
 - Keeping Your Fleet Healthy

- Instructional Staff
 - The existing district PD plan will be revised to include remote offerings in lieu of large group trainings, and to focus on remote learning, mental health, SEL, and RTI strategies.
 - Adequate time will be dedicated for educators to engage in:
 - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
 - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;

- Identify students who potentially need additional support; and
 - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
 - Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.
 - A new digital guidebook for regional PD offerings will be released by the SLL BOCES Instructional Resources team, and offerings will be updated on My Learning Plan for the Fall semester.
 - Staff should utilize the Educating at a Distance website (<https://sites.google.com/sllboces.org/educating-at-a-distance/home?authuser=0>) provided by SLL BOCES for tips, tools, and other resources.
 - All staff will be provided with timely, responsive, and ongoing training/PD as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Substitutes
 - MWCS will inventory available substitute teachers and gauge interest in returning in the COVID-19 environment.
 - The substitute teacher pay rate has increased in an effort to recruit more substitutes to account for gaps in staffing due to illness, family illness, increased leaves of absence or resignations
 - The district will communicate with substitutes via email, phone, or mail regarding new protocols and procedures, as noted above under "Instructional Staff".
 - Substitutes will be required to submit a screening questionnaire each time they enter the school building.
 - Substitutes are encouraged to keep track of contacts in other districts to enhance contact tracing.
 - Substitutes may be required to undergo periodic COVID-19 testing.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The Madrid-Waddington Central School District, administrators, and instructional staff value the professional exchange created through our APPR process. As such it is our intent to maintain this process in accordance with Educational Law. To ensure full compliance, the District will undertake the following:

- Fully review the current APPR plan with principals and MWTA leadership to determine the application of the plan under all possible forms of instructional delivery throughout the pandemic altered year.
- In conjunction with MWTA leadership, the District will evaluate the assessments chosen as evidence of student growth to ensure alignment with instructional plans.
- Review all rubric subcomponents to assess which ones are observable under differing delivery methods.
- Apply for NYSED APPR variance as necessary to adjust to delivery methods.

