

INSPIRE

MONROE-WOODBURY 20-21

Plan Overview

The plan outlined here is for the reopening of schools in the Monroe-Woodbury Central School District for the 2020-21 school year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be adhered to in the following schools:

[Monroe-Woodbury High School](#), Principal John S. Kaste, 845-460-7000

[Monroe-Woodbury Middle School](#), Principal Michael Maesano, 845-460-6400

[Central Valley Elementary School](#), Principal Christine Arlt, 845-460-6700

[North Main Elementary School](#), Principal Joseph Coto, 845-460-6800

[Pine Tree Elementary School](#), Principal Bryan Giudice, 845-460-6900

[Sapphire Elementary School](#), Principal Caitlin Caldwell, 845-460-6500

[Smith Clove Elementary School](#), Principal Christopher Berger, 845-460-6300

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

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

Matthew Kravatz, Assistant Superintendent of Human Resources, will serve as the district's COVID-19 Coordinator. Dr. Elizabeth Sassi, K-12 District Health Service Coordinator, will work closely with our local health department. They will ensure the district is in compliance and following the best practices per state and federal guidelines.

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Communication/Family and Community Engagement

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

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at www.mw.k12.ny.us, and will be updated, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage and is located in Quick Links on every school homepage. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the G-Translate feature available on the district website.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors. The district will use its existing communication channels – including email/text messages, the district website www.mw.k12.ny.us, and district social media accounts (Facebook, Instagram, YouTube) as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic. Signage and instructions will be available in English and Spanish.

The district is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with our school community. The district will rely on email/text messages, the district website and district social media accounts to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. The information that we will share will be based on guidance received from state and local health agencies.

In support of remote learning, the district is in the process of making computer devices available to all students and teachers. The district will provide students and families with multiple ways to contact schools and teachers during remote learning, including email, Google Classroom, PowerSchool or phone. The district will use existing internal and external communications channels to notify staff, students and families/caregivers about in-person, remote and hybrid school schedules with as much advance notice as possible.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. The district's mass communication system translates email messages into the language selected by families when they register in the Parent Portal. In addition, the district website is translatable into 11 languages.

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

Hand hygiene - Students and staff will be instructed on proper hand hygiene. The district will provide hand sanitizer stations in all school buildings as well as in the classrooms. Students will have access to sinks and will be instructed on proper handwashing techniques in health education lessons. CDC handwashing posters will be placed throughout the building (<https://www.cdc.gov/handwashing/posters.html>) as reminders to students and staff. Emails to families will include information on handwashing from CDC: https://www.cdc.gov/handwashing/pdf/family_handwashing-508.pdf

Social distancing - Students and staff will be instructed to maintain a physical distance of 6 feet at all times. Desks will be placed 6 feet apart in classrooms and floor markers will be placed throughout the buildings. The importance of physical distancing in controlling the spread of COVID-19 will be emphasized in emails to parents.

Proper face covering procedures - Students will be instructed on how to wear their 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
- Hands should be washed before and after applying face coverings
- Face coverings should be washed daily

Respiratory hygiene - Students will be reminded to cover their cough and sneeze and wash their hands for 20 seconds after coughing or sneezing

https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf

- The district will create and deploy signage throughout the district to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:
 - Proper use of personal protective equipment (PPE)
 - Acceptable face coverings and requirements related to their wear
 - Hand washing
 - Adherence to social distancing instructions
 - Symptoms/prevention of COVID-19

In addition to signage, the district will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to Centers for Disease Control and Prevention (CDC) and DOH guidance regarding the use of PPE.

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

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

School Closures

The district is preparing for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases.

The superintendent and health coordinator and medical director will work with the Orange County Department of Health (OCHD) regarding the regional infection rate, increased absenteeism and increased illness, as well as assist with contact tracing and provide all necessary information to the OCHD.

The district may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The district will consult its Medical Director, Dr. Goldstein, as well as Dr. Irina Gelman, Commissioner of Health (Orange County Health Department), when making such decisions.

School building administrators will communicate with each other regularly and, if needed, will consider closing school if absentee rates impact the ability of the school to operate safely.

Health & Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools for the 2020-21 school year should in-person schooling resume.

Health checks

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

The Monroe-Woodbury Central School District will implement the following practices to conduct mandated health screening:

MWCSD will be utilizing a daily COVID screening tool developed by Capital Region BOCES and the Northeastern Regional Information Center (NERIC) to screen staff and visitors. This screening tool will not collect individual health data of staff and guests, only if they are cleared to enter our buildings. After completing the screening process, the district will be notified if a staff member or guest is not allowed to enter one of the district buildings. The link to the daily screening tool is: <https://entry.neric.org/monroewoodbury>

MWCSD has chosen the SNAP Health Portal for the daily temperature checks and COVID re-entry screening for all students. Developed by promedsoftware.com, this allows parents/guardians to securely connect on any device – anytime, anywhere. Because we require this health information to be in a secure environment, each parent/guardian has a unique username and password.

Nurses' Offices Information for Parents on Return to School

We all agree that children learn best when physically present in the classroom. School is more than academics; students receive mental health support, meals and exercise.

Returning to school is important for the healthy development and well-being of children, but we must re-open in a way that is safe for all students and staff, utilizing a data driven approach based on the demographics of our district.

We ask parents to assist us in a collaborative effort to keep our students and staff safe.

- Check in with your child each morning for signs of illness. If your child has a temperature of 100 degrees or higher, he/she CANNOT attend school.
- These are the list of symptoms regarding COVID-19, from the CDC: Cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting, diarrhea.
- We ask that students stay home and call their physician if they have any of these symptoms.
- In addition, our school nurses will ask that students be picked up to go home from school if they have the above symptoms while attending school. Our recommendation will be that they remain home until they are symptom free for 48 hours and that they get a note from their physician/medical provider to return to school.
- Parents/guardians, students and staff will receive a daily Health Screening/ Entry Requirements Questionnaire using a COVID app via email that they must submit prior to their child boarding buses and/or attending school.
- Any person failing the health screening may not enter the building or return to school until medically cleared. Students or staff that arrive at school with signs of COVID will be isolated until they can be sent home. Each office will have a designated "sick area" with proper signage. This area will have access to a sink and appropriate ventilation. All nurse's office staff will have appropriate PPE (personal protective equipment) to care for students and staff that may be ill.
- If children have had close contact with a COVID-19 case, they should not go to school. Follow CDC guidance on what to do when someone has a known exposure.
- Identify your school point person(s) to contact if your child gets sick; in each building the school nurse is a valuable resource.
- Make sure contact information is current at school, including emergency contacts and individuals authorized to pick up your child(ren) from school.

- When students are picked up from school due to an illness, the nurse will escort the student to the nearest exit to be picked up.
 - Parent/guardian will remain in their car.
 - Nurse will provide detailed information on where to pick up child. Some schools may have access to an exit that is not through the main door.
- Make sure your child is up-to-date with all recommended vaccines, including for flu. All school-aged children should get an influenza flu vaccine every season, with rare exceptions. This is especially important this year because we do not yet know if being sick with COVID-19 at the same time as the flu will result in more severe illness.
- Review and practice proper hand washing techniques at home, especially before and after eating, sneezing, coughing, and adjusting a face cover. Make hand washing fun and explain to your child why it's important.

https://www.cdc.gov/handwashing/pdf/family_handwashing-508.pdf
- Talk to your child about precautions to take at school. Children may be advised to:
 - Wash and sanitize their hands more often.
 - Keep physical distance from other students.
 - Wear a cloth face covering.
 - Avoid sharing objects with other students, including water bottles, devices, writing instruments and books.
 - Use hand sanitizer (that contains at least 60% alcohol.) Make sure you're using a safe product. [List of FDA recalled hand sanitizers](#)
 - Reinforce the concept of physical distancing with your child.
 - Have multiple cloth face coverings, so you can wash them daily and have back-ups ready. Choose cloth face coverings that:
 - Fit snugly but comfortably against the side of the face
 - Completely cover the nose and mouth
 - Are secured with ties or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - Can be washed and machine dried without damage or change to shape
 - Practice with your child putting on and taking off cloth face coverings without touching the cloth.
 - Consider providing your child with a container (e.g., labeled resealable bag) to bring to school to store their cloth face coverings when not wearing it (e.g., when eating).
- All of our Nurses' Offices District wide are set up to designate a "Well Space" and a "Sick Space"

- Chairs will be 6 feet apart to maintain physical distancing
- Spaces will be disinfected and sanitized in accordance with CDC guidelines and routine cleaning of high touch surfaces will be done
- Medication administration and routine care of injured students will be done in the “well area.” Seats will be arranged 6 feet apart to maintain physical distancing.

Monitoring of Absences/ Collaboration with the Orange County

Department of Health

- Attendance offices will document and share sick call information with nursing staff and nurses will call parents as needed for further information.
- The nurses will be in contact with the Orange County Department of Health, as necessary, while maintaining confidentiality of all students, faculty and staff under all federal and state privacy laws.

Addressing students’ social/emotional needs

Students may be anxious about returning to school, the coronavirus itself, or other family situations as a result of the coronavirus. Nurses will coordinate with school counselors, psychologists and social workers to ensure that students’ emotional health needs are being met. Please feel free to reach out to your school nurse/ nurse-teacher.

Sports and Health Screenings

Current New York State Education Department is requesting that schools do NOT schedule health appraisals (physicals) and do NOT provide the New York State mandated health screenings of vision, hearing and scoliosis (unless medically necessary) until early 2021, although that may change depending on the status of the COVID-19 pandemic in the fall.

Protocols will be developed once the school district receives further guidance.

Social distancing, face coverings & PPE

The district has developed a plan with policies and procedures for maintaining social distancing of all students, faculty, and staff when on school facilities, grounds and transportation.

Directional arrows will maintain safe directional flow. Social distancing floor decals will be used to designate 6 foot separation. Maximum capacity numbers have been posted on district spaces.

Proper face coverings must be worn in common areas such as hallways or school buses.

Students, staff and visitors to our schools will be expected to wear face coverings indoors and outside, including on the school bus, even when maintaining six-foot physical distance. Students and staff will be allowed to remove face coverings during meals and for short breaks so long as they maintain appropriate social distance. Students who are unable to medically tolerate a face covering will not be required to wear one.

Students with intellectual and developmental disabilities, mental health conditions or other sensory sensitivities, may have challenges wearing a cloth face covering. They should consult with their healthcare provider.

People who are deaf or hard of hearing - or those who care for or interact with a person who is hearing impaired - may be unable to wear cloth face coverings if they rely on lipreading to communicate. In this situation, consider using a clear face covering.

Wearing of cloth face coverings may be prioritized at times when it is difficult to maintain a distance of 6 feet from others

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

Face coverings will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

An employee is allowed to wear their own acceptable face covering if they choose. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering will not be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so there may be periods of time when masks are not worn.

Face coverings should not be placed on:

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

The district will instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings

Infection control strategies

The district will implement the following infection control strategies:

- use of portable hand sanitizer stations at entrances and halls
- use of social distance floor stickers in spaces as appropriate
- meet all SED fire prevention codes
- in cafeterias use the 6' social distance formula by marking out the floor with tape
- use of mirror cling handwashing signage above restrooms/classroom sinks

Facility Alterations and Acquisition

There were no means of egress, fire alarm system, ventilation or lighting impacts during this planning period.

Plumbing Facilities and Fixtures

The district will continue to use stand alone water dispensers in buildings where they have been already installed. Any water fountains in excess of the 1 per 100 persons requirements will be turned off leaving only bottle filling stations. Frequent sanitizing of bottle filling coolers will be required.

Restroom occupancy will be reduced where feasible based on building code. All air dryers will be turned off and paper towel dispensers will be installed. Floor markers will show 6 foot social distance. Mirror cling handwashing signage will be provided.

Ventilation

MWCSD will continue to work with its contractors, Honeywell, Siemens and Trane to ensure district buildings have at least 40% air exchanges in all univents and air handlers.

Windows and doors of all classrooms will be opened to increase airflow in the buildings.

Wherever feasible, the district will install Merv 13 filters.

Best practices to implement in residential, shared (i.e., communal) bathrooms include, but are not limited to:

- Installation of physical barriers between toilets and sinks if six feet of separation is not feasible
- Use of touch-free paper towel dispensers in lieu of air dryers.

Management of ill persons, contact tracing and monitoring

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

There is a Nurse's Office in each building that has a separate area for isolating ill students. Medication and other "well" visits are handled in a separate area.

PPE requirements for school health office staff caring for sick individuals includes both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (e.g., goggles or face shield) should be added. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, eye protection, and a fit-tested N-95 respirator will be used, if available. If an N-95 respirator is not available, a surgical face mask and face shield will be used.

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

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

Aerosol Generating Procedures

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

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

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

If Students or Staff become Ill with Symptoms of COVID-19 at School

The district requires students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. Students will be supervised in the isolation area while awaiting transport home and will be separated by at least 6 feet. Students will be escorted from the isolation area to their parent/guardian. Students or staff will be referred to a healthcare provider and provided resources on COVID-19 testing.

Return to School after Illness

The district has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

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

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

The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have no symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

COVID-19 Testing

In the event that a large-scale testing will need to be conducted at the school, the district administration will work with the following provider: Orange County Department of Health, Dr. Gelman, Commissioner. When appropriate, the school district will share pertinent information with parents/legal guardians, faculty, staff, students and the local community via the district's communication channels.

Contact Tracing

The district will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff and visitors of the district.

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

Districts may assist with contact tracing by:

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

If a case of COVID-19 is reported in a school building, it will be immediately reported to the Orange County Department of Health. The district will adhere to the Health Department's recommendations regarding cleaning, disinfecting, possible self-quarantine of others and/or possible school closures.

In the event a building closure is recommended, the district will close the building for 24 hours to be disinfected using approved sanitizers. The decision to reopen that building or area will be made in conjunction with the building principal.

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

School Closures

A closure refers to contingency plans, protocols and procedures for decreasing the scale or scope of in-person education and/or closing the school. The district will collaborate with the local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

- Schools will close if the regional infection rate rises over 9% after Aug. 1. Schools will close if the 7-day rolling average of the infection rate is above 9%.
- Schools in regions in Phase 4 can reopen if the daily infection rate remains below 5 percent using a 14-day average, unless otherwise directed from the LOCAL (insert county) health department.
- If the infection rate rises about 9%, schools must wait until the 14-day average is below 5%
- Once schools open at Phase IV below 5% for a 14-day rolling average, schools can remain open even if the rate continues to rise about 5% until it reaches 9% for the 7-day average.
- School will be notified by the Orange County Department of Health on the situation.
- School administrators should consider closing school if absentee rates impact the ability of the school to operate safely.
- Schools may choose to modify operations prior to closing to help mitigate a rise in cases. If infection rates are rising above 5%; consider modifying school operations for medically vulnerable students and staff if they are participating in in-person activities.
- Schools should consult their medical director and/or the local department of health when making such decisions.
- Determine which operations will be decreased, or ceased and which operations will be conducted remotely; include process to conduct orderly closures which may include phasing, milestones and involvement of key personnel.

Health hygiene

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

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

Hand Hygiene

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

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

Hand washing should occur:

- Before and after eating (e.g. snacks and lunch).
- After going to the restroom or after assisting a student with toileting.
- After using a tissue.
- Before and after using shared materials.
- Before and after putting on or taking off face masks.
- After coming in from the outdoors.
- Anytime hands are visibly soiled.

Respiratory Hygiene

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

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

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

For more information about how hygiene information will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section of our reopening plan.

Cleaning and disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including "Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19," and the "STOP THE SPREAD" poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time and scope of cleaning and disinfection.

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

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)

- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

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

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

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

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

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

Vulnerable populations/accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, or may live with a person who is at an increased risk for an in-person educational environment. It is our goal that these individuals are able to safely participate in educational activities.

Visitors on campus

No outside visitors or volunteers will be allowed on school campuses, except for those supporting the safety and well-being of students. Parents/guardians will report to the front office and not go beyond, unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings.

Visitors must follow all safety protocols as listed above, including the completion of the Daily Screening Tool.

School safety drills

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

Conducting these drills on a "staggered" schedule with smaller numbers maintaining social distancing can be achieved. However, in some circumstances, it may need to be achieved by providing an overview of "how to" to students and staff.

- Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. The district has Methods to promote and provide for social distancing during the evacuation drills are ultimately the district's or other applicable school's decision and responsibility. Those changes must be included in the Fire Safety plans.
- Education Law § 807 requires that schools conduct eight (8) evacuation and four (4) lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency; however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the school year using protocols that are different than they are used to.
- Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

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

- Conducting drills on a "staggered" schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose.

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

Modifications to Lockdown Drills include:

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

Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

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

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The district will continue to work with Trane, Siemens and Honeywell to ensure increased air flow along with changing all filters in the impacted building(s) and adding Merv 13 filters where applicable.

Drinking water fountains in excess of the 1 for 100 people requirement will be turned off.

Bottle filling stations will be added to any buildings that do not currently have them.

Drinking water fountains will be sanitized frequently.

Child Nutrition

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

Prior to the start of school, Food Service staff will be trained on the appropriate safety and sanitation procedures relative to Food Service.

Meals onsite

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

Meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students and staff to observe social distancing while eating meals.

Following CDC, NYSED , and NYSDOH guidelines, in-school meals would be offered to students primarily in cafeterias. Any students beyond the safe capacity of a cafeteria, students with special needs and conditions will be accommodated in alternate spaces. Serving areas and seated areas will maintain recommended social distancing, utilize contactless service and be maintained by regular cleaning and disinfection between students.

Meals off site

Meals for remote learning will be unitized and distributed for grab and go service by students. Parents/guardians will have the ability to pick up student meals by specified meal distribution dates and times from school locations.

Meals for district students will continue to be provided for pick up on Tuesdays and Thursdays from 11 a.m. – 1 p.m. on a weekly basis until further notice. Pick up locations are Central Valley Elementary School, 45 Route 32, Central Valley; North Main Elementary School, 212 North Main Street, Monroe; and Smith Clove Elementary School, 21 Smith Clove Road, Central Valley.

Families are asked to bring their own bag to transport food items. If a person requires a special diet, please email foodforthought@mw.k12.ny.us and the district will do its best to accommodate the request.

Home delivery will be offered to those students/families unable to access a school location. Home delivery can be requested by contacting Food Services or by emailing foodforthought@mw.k12.ny.us (parent/guardian consent required). Home deliveries will be provided by the Transportation Department on a schedule to be determined.

Local agencies and food pantries are providing meals on a regular basis. Please view the page for more information.

<https://sites.google.com/mw.k12.ny.us/remotelarningcenter/community-food-distribution>

Transportation

The district will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

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

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial or private schools or students whose Individualized Education

Plans have placed them out of district and whose schools are meeting in in-person sessions.

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

School Bus Staff

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

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

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

Transportation departments/carriers will provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

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

Each driver and attendant will be issued a bag containing the following:

- Cleaning solution
- 3 washable rags (to be washed at bus garage)
- 2 cloth washable masks
- 2 face shields
- Paper towels
- Tissues
- Disposable gloves
- 1-dozen disposable student masks o Information sheet with instructions on bus stop and on bus safety practices for students
- Disinfecting report sheet

Employees must access and complete the Covid-19 Daily Screening tool before boarding the bus. All bus drivers will follow one-way flow in and out of the building, following the

floor signage that will be in place and visible. Transportation employees will not be allowed to congregate in large numbers within the building.

When signing in, all drivers and attendants will wear a mask or face covering and follow proper social distance protocols. They will then pick up cleaning rags and disinfectant materials from the supply bay and then immediately report to their buses. Drivers and attendants must wear a face covering while students are on the bus. A face shield may be worn IN ADDITION to a face mask.

Once on the bus, drivers and attendants will open bus windows and roof hatches when weather permits and the temperature is above 45 degrees Fahrenheit, allowing for flow of air throughout the bus.

As students get on to the bus, they will have to be socially distant while wearing a mask. Should they not have a mask, one will be provided to them by the driver or attendant. Students will occupy the seats in the back of the bus first and fill them forward, sitting 1 per seat unless they are sitting with a member from the same household, keeping the seat directly behind the driver empty at all times

At the end of each tier, drivers will wipe down high touch areas (i.e. seats and handrail) using the cleaning products and rags issued by the transportation department and complete a disinfection report sheet. Gloves and face shields must be worn when disinfecting between tiers. Buses will be disinfected between AM & PM bus routes by trained personnel and logged by dispatcher each day, then again after all PM Routes.

Employees will be encouraged to frequently wash hands with soap and water. Signage will be placed in all bathrooms and common areas within the transportation department.

When students disembark the bus, they should continue to follow social distancing protocols. Students will have access to hand sanitizer dispensers as they enter the school building.

Additional protocols for student dropoff will be created for each building if necessary.

For the 2020-2021 school year, all High School students taking the bus will only be allowed to take their assigned bus to and from school. Additionally, playdates for students in all grade levels that would require them to take a different bus than that which they are assigned will be prohibited.

Social Emotional Well-Being

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. The district has established numerous social-emotional supports to address the mental health, behavioral and emotional needs of students, staff and families when school reopens for remote, synchronous and in-person instructions. The supports will be provided through a tiered approach:

- Tier I universal social emotional supports district-wide through
 - Choose Love Social-Emotional Curriculum in grades K through 8
 - Dialectical Behavior Therapy lessons in the grades 7 through 12 health curriculum
- Tier II Small group counseling sessions, behavioral supports
- Tier III Group and individual counseling sessions, behavior improvement plan, safety plan, county mental health supports, referral to Intensive Day

The district has established a Re-Opening Schools Social-Emotional Learning Task Force that involves shared decision-making and consists of 34 members including teachers, administrators, Board of Education Members, community members, parents, school psychologists, social workers, school counselors, and department chairs. Our initial recommendations are formulated by a child-centered, intelligent, and deeply committed group of people who are like minded in their desire to provide high caliber and effective social-emotional support to our students, staff and families. Through many engaging and high energy conversations, the task force brainstormed infinite possibilities to make this goal a reality. Based on the multitude of areas that SEL encompasses, we used the NYSED Task Force Guidance and broke into several subcommittees. This afforded us opportunities to drill down deeper into each SEL area. Our subcommittees consisted of:

1. Addressing Student, Staff and Family SEL Needs
2. School Climate and Culture
 - a. Trauma Informed Classrooms
 - b. Addressing Racism & Anti-semitism
3. Discipline/Restorative Practices
4. Impact on Special Populations (Homeless, Undocumented families)

The resounding and overarching theme for the task force and subcommittees is that SEL has to be the number one priority, before any other learning can occur. We often found ourselves saying: students have to Maslow before they can Bloom. Meaning that in Maslow's Hierarchy of Needs, we have to address our students' physiological needs (shelter, food, safety needs and sense of belonging) before students can remember, understand and apply academic content.

Our recommendations transcend all instructional models and are essential. They can be implemented regardless of the setting.

Below are Four SEL Critical Practices from CASEL (Collaborative for Academic and SEL) that we followed as we created our recommendations:

1. Take time to cultivate and deepen relationships, build partnerships and plan for SEL.
2. Design opportunities where adults can connect, heal and build their capacity to support students.
3. Create safe, supportive and equitable learning environments that promote all students' social and emotional development.
4. Use data as an opportunity to share power, deepen relationships and continuously improve support for students, families and staff.

The Task Force and the district as a whole recognize that students and staff will be returning to school after experiencing some degree of trauma, loss and hardship. We would be remiss as a district if we did not provide professional development in order for the students and staff to learn how to practice self-care, how to support and care for one another, develop strong student-teacher relationships, address trauma, conduct deep conversations about racial equity, cultural responsiveness and training to help teachers build resiliency within themselves and their students. All content will be engaging, practical and science-based, and through the lens of the current COVID-19 and racial justice landscape.

The professional development plan would be implemented over the course of a full school year and most likely would continue into the 2021 -2022 school year. Webinars and keynote speakers will begin presenting to the staff during August 2020 and will start with the focus upon self-care for all staff (administrators, teachers, teaching assistants, clerical, monitors, bus drivers, security, custodial staff and food service workers). During the first weeks of September, the staff will be provided development opportunities that address how to identify trauma, trauma stress reactions and how to promote resilience and self-regulation.

Each school building will formulate their own implementation team that will determine where they believe they need support in order to build trauma-informed and culturally responsive classrooms.

The district has created a school schedule that will afford ongoing PD training for the staff on a consistent basis.

We recognize that this pandemic has created many challenging circumstances for our students and families. In addition to the support outlined above, we have assembled an array of health and wellness resources and referral sources for our families.

- https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_bec2d5e852fc46ed8e7d0f2396fb5385.pdf – Social Story related to Covid-19
- https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_ef31d8e608fd4b528eae3132b67a445e.pdf – Social Story in Spanish
- www.ChooseLoveMovement.org – Social Emotional Learning Resources
- www.Childmind.org – Tips for Parents and Resources
- <https://3pppsychologies.com/2020/03/13/resources-48-covid-19-survival-tips-for-parents-10-activities-for-home/> – Tips for Parents
- <https://www.autismparentingmagazine.com/child-with-autism-on-coronavirus/> Social Story-speaking about Covid-19 to students with Autism
- https://www.autismparentingmagazine.com/managing-coronavirus-with-autism/?utm_source=ActiveCampaign&utm_medium=email&utm_content=Managing+Autism+Amid+COVID-19&utm_campaign=March+19+2020+Mini+Newsletter+with+COVID-19 -Tips for Parents
- <https://www.virusanxiety.com/> – Meditations, Resources, Articles, Access to Mental Health Professionals
- <https://www.littlefloweryoga.com/blog/5-ways-to-help-children-with-coronavirus-anxiety/>
- https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus?utm_medium=Email&utm_source=ExactTarget&
- <https://www.kqed.org/mindshift/55510/parenting-during-the-coronavirus-outbreak-what-you-need-to-know-now>
- Text4Teens Program:
An anonymous text counseling resource, which is available 24/7 to Orange County teens. **Text 845-391-1000** to connect with a trained counselor.
<https://accessupports.org/mental-health-substance-use-urgent-care/>

- Mobile Mental Health: *Crisis Call Center - 1-800-832-1200*
<https://www.orangecountygov.com/DocumentCenter/View/13819/Crisis-Call-Center-Flyer-6-25-19-PDF?bidId=>

School Schedules

The first day of school for students will be on Tuesday, September 8. Reminder: Labor Day (Monday, September 7) and Yom Kippur (Monday, September 28) are days off for all staff and students.

Remote learning will be conducted exclusively for the first two weeks of school: from Tuesday, September 8 - Friday, September 11 and from Monday, September 14 - Friday, September 18. This will allow time for both staff and students to acclimate to this new instructional model. We will be testing connectivity and providing time for teachers and students to get acquainted and discuss health and safety protocols within our schools and on the school buses. Each Monday, beginning September 14, will be a remote synchronous day of learning until we can fully return to traditional, in classroom learning.

Students will be assigned a letter designation - A or B - by household. All children residing in the same household will attend school on the same day regardless of grade level. Students will attend school in person on alternating A/B days.

A and B student groups may each initially be divided in half (A1, A2, B1, B2) to minimize the number of individuals in the buildings as we adjust to new protocols and procedures. In essence, each of these four subgroups represents one quarter of the student population. We will be implementing a phased in approach as students return to school.

Beginning Tuesday, September 22, the A1 subgroup of students will attend school in the buildings, while the other three subgroups will participate in remote learning. Each subgroup will attend on subsequent days (B1 on Wednesday, A2 on Thursday, and so forth). This schedule will continue for two weeks.

On Tuesday, October 6, we will welcome all A students to school in person. On Wednesday, October 7, all B students will attend school in person. This alternating schedule will continue indefinitely until decisions regarding public schools are made at the state level.

The calendar for the first two months of the school year will be as follows:

September 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
	1 Teachers Only	2 Teachers Only	3 Teachers Only	4 Teachers Only
7 Labor Day No School	8 First day of school Remote Learning	9 Remote Learning	10 Remote Learning	11 Remote Learning
14 Remote Learning	15 Remote Learning	16 Remote Learning	17 Remote Learning	18 Remote Learning
21 Remote Learning	22 A1-In person	23 B1-In person	24 A2-In person	25 B2-In person
28 Yom Kippur	29 A1-In person	30 B1-In person		

October 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 A2-In person	2 B2-In person
5 Remote Learning	6 A-In person	7 B-In person	8 A-In person	9 B-In person
12 Columbus Day	13 A-In person	14 B-In person	15 A-In person	16 B-In person
19 Remote Learning	20 A-In person	21 B-In person	22 A-In person	23 B-In person
24 Remote Learning	25 A-In person	26 B-In person	27 A-In person	28 B-In person

Students will receive transportation on the days they are scheduled to physically attend school in person.

In person days will follow typical school hours which are as follows:

- Smith Clove and Sapphire - 8:30 a.m. - 2:50 p.m.
- North Main, Central Valley, and Pine Tree - 9:15 a.m. - 3:45 p.m.
- Middle School - 8:15 a.m. - 3:00 p.m.
- High School - 7:08 a.m. - 1:58 p.m.

Students will receive a detailed schedule for in person instruction directly from their school as well as their individual remote learning schedule.

School Activities

Extracurriculars

Extracurricular activities are an important part to providing enrichment opportunities for our students and educating the whole child. Extracurricular activities will continue to the greatest extent possible. Due to the staggered physical attendance of students in the hybrid model and possibility of pivoting to a fully remote model, every attempt will be made to conduct these activities remotely.

If an extracurricular activity must meet in person, it will be in accordance to Department of Health guidelines. Each school will publish at the beginning of the school year a list of the extracurricular activities that they will offer during the 2020-2021 school year. Included in the publication will be a description of the club, how it will be run in each of the scenarios (in person, hybrid, and fully remote).

Note: Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

Attendance and Chronic Absenteeism

Attendance is a critical component to a student's education. Daily attendance is required, whether the student is scheduled to physically attend school in person or remotely. If a student is unable to participate in remote learning, parents/guardians are asked to notify:

- Sapphire Elementary - seattend@mw.k12.ny.us
- Smith Clove Elementary - scattend@mw.k12.ny.us
- Central Valley Elementary - cvattend@mw.k12.ny.us
- North Main Elementary - nmattend@mw.k12.ny.us
- Pine Tree Elementary - pinetree@mw.k12.ny.us
- M-W Middle School - msattend@mw.k12.ny.us
- M-W High School - hsattend@mw.k12.ny.us

Teachers will take daily attendance when students physically attend their scheduled classes. Teachers will take remote attendance when students attend online synchronous

learning or asynchronously through other online engagement, such as email or posts on Google Classroom.

Technology and Connectivity

To facilitate remote/hybrid instruction and to achieve the district goal of digital equity, Monroe-Woodbury is committed to ensuring that all students have equal access to the same computers, software and apps. Our curriculum incorporates the use of Chromebooks and iPads, simplifying classwork for the teachers as well as the students. When our students are in school, it is safer for them to use their own dedicated device rather than share computers in a classroom or computer lab. Additionally, in keeping with M-W's added security protocols, student personal computers cannot join the district network when students are in school. To meet all these needs, the district distributed 1:1 devices to all students in grades K-12 during the summer before the 2020-2021 school year: Chromebooks for grades 2-12 and iPads for our K-1 students.

These devices are subject to the district's internet filtering, and only district-installed applications may be used. The [Remote Learning Center](#) on the [district website](#) has information on device use and care, tech help and more useful information.

District technology staff has been trained to repair the student devices, and an online [student/parent help desk](#) has been established. All reasonable efforts were made to determine which families do not have internet access at home, including conducting multiple surveys. Administrators and teachers confirmed their knowledge of a student's access to the internet. Families can also contact us via the student/parent help desk, send an email to the computer department at mcc@mw.k12.ny.us or they can inform their building administrator. A T-Mobile hotspot or login to Optimum wifi will be provided to any student without current access to high speed internet, to ensure all our students are participating in learning on an equal basis. As new students register with the district, they will be issued a 1:1 device and it will be determined whether they have access to the internet.

Teachers will receive appropriate professional training related to technology in remote and hybrid environments.

District families are encouraged to access our MWFITT Academy (Families in Technology Training) Video Library. This is a series of free online classes to help families with the skills they need to use a Chromebook or iPad on remote learning days. Recommended for students, parents, guardians and caregivers, these "how to" classes can be viewed any time, anywhere there is internet access. The video guides can be revisited as often as necessary, whenever families have a question or run into a problem.

Teaching and Learning

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration.

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

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

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

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

Grading practices will remain consistent to those traditionally used and will be communicated to parents/guardians in greater detail by the child's teacher. However, teachers have been advised that the current circumstances should not negatively impact a student's grade, and flexibility will be given to support our students during this unprecedented time. Grades will also be communicated to parents in the traditional manner.

Reporting periods will be as follows:

Elementary Report Cards

Trimester 1	Trimester 2	Trimester 3
December 4	March 19	June 25

Secondary Progress Reports and Report Cards

Quarter 1		Quarter 2		Quarter 3		Quarter 4	
Progress Report	Report Card						
Oct. 2	Nov. 6	Dec. 11	Jan. 29	March 5	April 16	May 14	June 25

Parents and legal guardians have the option to select the fully remote model exclusively for the first semester at the secondary level and the first trimester at the elementary level. Requests must be communicated in writing to your child’s building principal by Friday, August 14. These requests will be reevaluated at the end of the first semester/trimester.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website:

OU BOCES Special Education Programs:

[http://www.ouboces.org/files/filesystem/\(ENG\)SpecialEd_RemoteLearning_family.pdf](http://www.ouboces.org/files/filesystem/(ENG)SpecialEd_RemoteLearning_family.pdf)

[http://www.ouboces.org/files/filesystem/\(SPA\)SpecialEd_RemoteLearning_family.pdf](http://www.ouboces.org/files/filesystem/(SPA)SpecialEd_RemoteLearning_family.pdf)
(Espanol)

OU BOCES Career and Technical Education Programs :

[http://www.ouboces.org/files/filesystem/\(ENG\)CTE_RemoteLearningDoc_fam.pdf](http://www.ouboces.org/files/filesystem/(ENG)CTE_RemoteLearningDoc_fam.pdf)

[http://www.ouboces.org/files/filesystem/\(SPA\)CTE_RemoteLearningDoc_fam.pdf](http://www.ouboces.org/files/filesystem/(SPA)CTE_RemoteLearningDoc_fam.pdf)
(Espanol)

In-person Instruction

Upon reopening in the hybrid model, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students’ desks/seats are positioned no less than six feet apart to the greatest extent possible.

The hybrid model consists of a variety of online and in person instructional methods to maximize quality live instruction, while maintaining flexibility for students when they are not in person.

All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students as much as possible. This potentially means reducing the number of students eating lunch in the cafeterias and utilizing classrooms for additional lunch space, suspending assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom.

Whenever possible students will utilize outside space for physical education instruction and other activities that would require 12 feet of distance such as band or chorus. In addition to outdoor space, we will also utilize larger gathering areas, such as cafeterias and auditoriums whenever practicable. Finally, we will also transition as many of these larger scale experiences to remote or virtual experiences in an effort to not eliminate them all together.

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

For information on school schedules, visit the School Schedules section of our reopening plan.

Remote Instruction

Three Remote Models

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment. Parents will also be given the opportunity to choose a fully remote option for the first trimester/semester.

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards. As noted previously, student schedules will be similar whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. As mentioned above, daily attendance is critical and required regardless of whether instruction is in person, remote, synchronous or asynchronous.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

There are three different remote models that the district will utilize: Hybrid Remote, Fully Remote Option, and All Students Fully Remote (school buildings closed).

Hybrid Remote

The hybrid remote model is the blended learning model that consists of both in person and remote learning opportunities for students. Students will attend school twice a week on a staggered schedule as outlined above. All students in this model will be fully remote on Mondays, and there will be no in person instruction. Fully remote Mondays, will follow a 8:30 a.m. - 1:30 p.m. schedule at the kindergarten/grade 1, a 9:00 a.m. to 2:00 p.m. schedule at the grade 2 through 5 and High School levels, and a 9:30 a.m. - 2:30 p.m. schedule at the Middle School.

The day will consist of a rotation of live synchronous instruction being led by their teacher. Your child’s school will provide greater detail on the specifics of the instruction schedule. The other remote portion of this model will rotate Tuesday through Friday opposite the days they are physically attending school.

On the days they are not in school, students will have the opportunity to stream into the class (synchronous) being taught live by their teacher beginning October 19. The live synchronous stream of class will follow their traditional school schedule. They will also have work they will be given to do independently (asynchronous) as well as the opportunity to view a recording of the day’s lessons at a different time (also asynchronous) if they are unable to log in live.

Kindergarten/Grade 1 Sample Weekly Schedule *

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 a.m. - 1:30 p.m. online live instruction	In person following school 8:30 a.m. - 2:50 p.m. schedule	Remote online synchronous and asynchronous	In person following school 8:30 a.m. - 2:50 p.m. schedule	Remote online synchronous and asynchronous

Grade 2 through Grade 5 Sample Weekly Schedule *

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m. - 2:00 p.m. online live instruction	In person following school 9:15 a.m. - 3:45 p.m. schedule	Remote online synchronous and asynchronous	In person following school 9:15 a.m. - 3:45 p.m. schedule	Remote online synchronous and asynchronous

Middle School Sample Weekly Schedule *

Monday	Tuesday	Wednesday	Thursday	Friday
9:30 a.m. - 1:30 p.m. online live instruction	In person following school 8:00 a.m. - 3:00 p.m. schedule	Remote online synchronous and asynchronous	In person following school 8:00 a.m. - 3:00 p.m. schedule	Remote online synchronous and asynchronous

High School Sample Weekly Schedule *

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m. - 2:00 p.m. online live instruction	In person following school 7:00 a.m. - 2:00 p.m. schedule	Remote online synchronous and asynchronous	In person following school 7:00 a.m. - 2:00 p.m. schedule	Remote online synchronous and asynchronous

*These sample schedules follow the Cohort A schedule. Cohort B would follow the opposite rotation of in person and remote.

Fully Remote Option

The fully remote option is an opportunity being given to parents to choose for their children to be educated remotely at home rather than following the in person hybrid model.

Following the request deadline, students will be rescheduled into remote only sections to every extent possible, resulting in hybrid classes and remote only classes. The reason for this is students who are remote only will have direct synchronous live instruction from their teacher as opposed to streaming into the classroom and observing live instruction the hybrid teacher is doing with students physically present. However, there will be some instances where we do not have enough students to create a full remote section.

Students in remote only sections will receive live synchronous learning via Google Meet. Students that choose the remote option that are placed in hybrid classes will have the opportunity to stream into the class (synchronous) being taught live by their teacher beginning October 19. They will also have the opportunity to learn asynchronously through work they will be given to do independently.

All Students Fully Remote (school buildings are closed)

The fully remote closure model will be used during the first two weeks of the school year, prior to hybrid students returning in person. All students will follow this model for the first two weeks. This model will also be used in the event that classes, schools or the district is required to close and there will be no in person instruction.

In this model, the school day will follow a 8:30 a.m. - 1:30 p.m. schedule at the kindergarten/grade 1, a 9:00 a.m. to 2:00 p.m. schedule at the grade 2 through 5 and High School levels, and a 9:30 a.m. - 2:30 p.m. schedule at the Middle School. The day will consist of a rotation of live synchronous instruction being led by their teacher, and as mentioned above, your child's school will provide greater detail on the specifics of the instruction schedule.

At the elementary level, the schedule will consist of a rotation of whole group and small group live lesson, and it will include lunch and special. The secondary level schedule will consist of a rotation of their previously scheduled periods.

Special Education

During the first two weeks of the school year, all special education services and related services will be delivered remotely using synchronous instruction. Starting September 22, 2020, services will be delivered through a hybrid model which consists of both in person and remote (synchronous and asynchronous) instruction. Students in our 8:1 and 12:1 programs who have chosen to follow our hybrid model will attend school four days a week, Tuesday through Friday.

In addition, related service providers will join teachers' Google Classrooms in order to support students' goals, differentiate instruction, and support the academic needs. The District has developed our reopening plan with the understanding that there has been no waiver of requirements under Individuals with Disabilities Education Act. The plan addresses implementation of Individualized Education Plans to assure a Free and Appropriate Public Education in the least restrictive environment while focusing on health

and safety precautions. The District will provide 5 days per week of instruction through in person, synchronous and asynchronous remote learning, with a priority to maximize in person opportunities. We are working to assure that service hours on the IEP are provided to address individual goals to the best extent possible. Parents may opt for a fully remote instructional model which will consist of both synchronous and asynchronous instruction. Staff and students will have access to PPE. We will follow the NYS Department of Health Guidance and the NY State Education Department Guidance for the reopening of schools.

Progress monitoring and Communication

Progress monitoring will be completed as per students' IEPs to the best extent possible. This can be done through both in person and remote learning models. Special Education progress reports will be sent home each quarter/trimester. Special Education teachers and related service providers will maintain a log of communications with families, as well as a log of services and supports provided through the remote learning model (when applicable). Communication with parents will be done through emails, phone calls, google meets, and mailings. If for any reason an in person meeting is required, safety precautions such as wearing masks and administering the contact tracing survey will be taken prior to entering the building. Any staff member that is scheduling a face-to-face meeting will meet the visitor at the entrance of said building and escort the visitor to the reserved room.

Committee meetings

Committee on Special Education and Committee on Preschool Education meetings will be held remotely utilizing Google Meets. CSE and CPSE meetings will continue to be scheduled via IEP Direct. Case managers will confirm with parents receipt of invitation as well as connectivity. Reports are being sent to parents via email. Meetings include at a minimum the special education teacher, general education teachers, school counselors and related service providers.

Students with Section 504 Plans

All Section 504 Plan will continue to be adhered to by all teachers district-wide. This process remains in place. Students' Section 504 Plans continue to be accessible through Frontline/PowerSchool. All 504 Plan Annual Reviews will be completed prior to the December holiday break. All initials/Annuals will be held remotely. For students with 504s and technology: Our Assistive Technology Specialist has set up office hours to work with teachers to ensure that technology, extensions and Bookshare are fully functional. In addition, appointments with parents have happened and will continue to happen to assist

with their understanding of their child's technology needs. The Google Classrooms incorporate many of the accommodations on each student's plan. The process of conducting Initial Section 504 meetings remains the same. Once the referral takes place, teacher reports will be obtained and the Section 504 Committee will convene.

Accommodations

When in person, accommodations, modifications, and supplementary aids and services will be provided as per student IEPs. While providing synchronous and asynchronous remote learning, accommodations, modifications, and supplementary aids and services will be provided to the best extent possible and when appropriate as per student IEPs.

Should you have any questions or concerns, please feel free to contact:

Mr. Eric Eulau, Director of Elementary Special Education, at eeulau@mw.k12.ny.us

Mrs. Karen Jordan, Director of Secondary Special Education, at kjordan@mw.k12.ny.us

Mrs. Christine Ricker, Director of Pupil Personnel Services, at criccker@mw.k12.ny.us

Bilingual Education

Monroe-Woodbury will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. Following this initial identification process we will resume identification for all students within required 10 school days of initial enrollment.

Required instructional units of study to all ELLs will be provided based on their most recently measured English language proficiency level. There will be a combination of various models to meet the needs of our ELLs. Information regarding level and programming will be communicated home by district mailings, as well as through communication between the teacher(s) and parents.

- For students who receive stand-alone ENL support (a separate class in addition to their regular program), teachers are collaborating with content area teachers, through a shared Google Classroom, in order to provide resources that enhance student access and ensure students are able to practice and develop language skills across all four domains: Reading, Writing, Listening, and Speaking. In addition to Google Classroom, in person instruction will follow the schedule designed at the school level to minimize time spent outside of general content instruction while still meeting their mandated ENL minutes. Remote instruction will be scheduled around the blended daily synchronous and asynchronous schedule

designed by their school for all students and will also be a blending of synchronous and asynchronous opportunities.

- Teachers will also be establishing their own Google Classroom with specific lessons and materials in addition to other helpful resources, games and apps to help continue to develop language acquisition across all four modalities, while continuing to support and scaffold with content specific instruction. Remote instruction will, as indicated above, follow the blended daily synchronous and asynchronous schedule designed by their school for all students.

While students are in our school buildings on their assigned days, ENL teachers will continue to provide instruction and support through a combination of models:

- Stand alone ENL instruction will take place in small groups, where students meet in the ENL classroom for an instructional period. This will provide students with specific language acquisition instruction and the ability to practice all four modalities with similar peers, all while reinforcing important literacy skills and classroom instruction.
- We will also provide instruction through a co-teach model, with the ENL teacher spending time in the classroom. This will best allow our ENL teachers to support the content demands and assist in reducing the language demand when needed, so students are better able to learn the content, skills and strategies. This will also allow the ENL teacher an opportunity to assist students as they transition the skills and strategies taught in the stand-alone setting into the main classroom setting.

Students in any of our Newcomer programs (North Main, Middle School, and High School) as well as students transitioning out of our kindergarten bilingual program who have chosen to follow our hybrid model will attend school four days a week, Tuesday through Friday.

Should you have any questions or concerns, please feel free to contact:

Dr. Karin Morales, Director of Instructional Support Programs, at

kmorales@mw.k12.ny.us

Staff

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#), NYS Department of Health (July 13, 2020)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency](#). (June 26, 2020)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency](#). (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency](#). (June 26, 2020)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)