

**North Rose Wolcott**  
**Revised Reopening Plan**  
**4/20/2021**

**Health and Safety:**

North Rose-Wolcott Central School District will continue to collaborate with Wayne County Public Health to ensure a safe and healthy learning environment for our students and staff. Regardless of the in-person learning model, any person entering North Rose-Wolcott Schools property will be required to follow all public health regulations. Below is an explanation of the health guidelines we anticipate based upon current information:

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
Identify Social Distancing Requirements	<ul style="list-style-type: none"> <li>• Ensure 6 ft. distance between personnel, unless safety or core function of the work activity requires a shorter distance.</li> <li>• Any time personnel are less than 6 ft. apart from one another, personnel must wear acceptable face coverings.</li> <li>• Tightly confined spaces will be occupied by only one individual at a time unless all occupants are wearing face coverings. If occupied by more than one person, will keep masks on</li> <li>• Maintain social distancing on buses and consider assigned seats, process for waiting, entering, and exiting the bus.</li> <li>• Maintain social distancing rules outside – including recess</li> </ul>	<ul style="list-style-type: none"> <li>• Taped identification of seating for buses and other district vehicles transporting students</li> <li>• Posters from CDC and other organizations</li> <li>• Markings for social distancing on playground equipment</li> <li>• Markings around Elementary desks for 3 foot radius</li> </ul>	<p>8/2020</p> <p>4/23/21</p>	<ul style="list-style-type: none"> <li>• Buildings with appropriate markings for social distancing</li> <li>• Trained staff ready for reentry of students</li> </ul>

Reduce Gathering Expectations	<ul style="list-style-type: none"> <li>• Limit in-person gatherings as much as possible and use tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants.</li> <li>• Limit use of cafeteria, auditorium, and other large spaces to small group use only</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to eat in classrooms and overflow spaces, delivery, garbage collection and pick up</li> </ul>		
Building and Room Capacity	<ul style="list-style-type: none"> <li>• Need to reduce building capacity to enable effective social distancing in a hybrid model</li> <li>• Procedures to limit visitors to essential purpose only</li> <li>• Procedures to limit volunteers only as absolutely necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Documented amount of students/room based on room size with social distancing</li> </ul>		
System Screening	<ul style="list-style-type: none"> <li>• Each person will also be screened using a set of questions developed and updated before entering the school</li> <li>• There will be multiple entry points with staggered times for students to enter the building.</li> <li>• Any student, staff or visitor with a temperature above the 100 degrees Fahrenheit, signs of illness, and/or a positive response to the questionnaire shall be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.</li> <li>• All visitors, guests, contractors and vendors shall undergo the same screening process as students and staff. <ul style="list-style-type: none"> <li>• The North Rose – Wolcott Central School District will communicate with Parents/Guardians how to observe for signs of illness in their child that require staying home from school through such means as bulk mailings, electronic mail and digital media or a combination thereof</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Screening procedure developed based on health department expectations</li> <li>• Designation of multiple entrances to be used along with means to</li> <li>• Assignment of students per entrance with schedule</li> </ul>	8/2020	Building Principal in consultation with School Nurse

	<ul style="list-style-type: none"> <li>The North Rose – Wolcott CSD will immediately notify the State and Wayne County Departments of Health if there is a confirmed case of COVID-19 in the school</li> </ul>			
Devise Traffic Flow Patterns	<ul style="list-style-type: none"> <li>Visual cues such as floor decals, colored tape, or signs to indicate to students and staff the flow and direction of one-way traffic. Additional cues may be used to indicate 3 feet intervals when standing in a line.</li> <li>Furniture will be arranged to support social distancing practices.</li> <li>Schools will control the flow of traffic into and out of the building to ensure that maximum capacity plans are adjusted and managed at each entry and exit point.</li> </ul>	<ul style="list-style-type: none"> <li>Tape or stickers to denote 3 feet distances for halls and offices</li> <li>Trained staff to assist with student flow into and out of the building</li> </ul>	4/23/21	
Determine Protocol for Personal Protective Equipment and Hygiene Measures	<ul style="list-style-type: none"> <li>Face coverings (nose and mouth) will be required for students and staff unless taking a break from mask wearing when socially distanced</li> <li>Gloves are required for Food and Nutrition Services (FNS) workers at all times and other staff whenever cleaning or sanitizing an item or surface.</li> <li>Personal Protective Equipment (PPE) including face coverings (back-ups to personal face coverings), hand sanitizer, thermometers, and gloves will be provided to schools on a continual basis throughout the school year, beginning in August.</li> <li>Additional PPE and accommodations (e.g. plexiglass, sneeze guards) will be provided for staff and students who are in a higher health risk category.</li> <li>Additional signage on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures including face coverings will be on display in buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate masks for replacement needed for students and staff</li> <li>Additional plastic gloves</li> <li>Face shields for specific personnel as needed</li> <li>Hand sanitizer</li> <li>Sneeze guards for each office</li> <li>Age appropriate procedures for protective measures</li> <li>Messaging for staff, students, and parents, on expectations for illness</li> <li>Identify an isolation room in each building</li> </ul>		

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistent procedures will be established throughout the day for hand hygiene, promoting hand washing.</li> <li><input type="checkbox"/> All staff and students will be required to stay home when experiencing COVID-19 symptoms. Substitute teachers will be utilized to cover classes when practicable.</li> <li><input type="checkbox"/> Staff and students who are or become ill or show symptoms during the school day will be isolated, evaluated by the school nurse and/or sent home to follow up with their health care worker.</li> <li>• The North Rose – Wolcott Central School District will instruct staff and students in correct hand and respiratory hygiene through in-person instruction, bulk mailings, electronic mail and digital media, appropriate signage, or a combination thereof.”</li> </ul>	<p>that remains available for individuals demonstrating symptoms</p> <ul style="list-style-type: none"> <li>• <a href="#">CDC Handwashing Poster in Hallways &amp; Classrooms</a></li> <li>• <a href="#">CDC Cover Your Cough Poster in Hallways &amp; Classrooms</a></li> <li>• <a href="#">CDC Use of Cloth Face Coverings in Hallways &amp; Classrooms</a></li> <li>• <a href="#">CDC Handwashing Poster in Bathrooms</a></li> <li>• <a href="#">CDC Stop the Spread of Germs Poster in Bathrooms</a></li> <li>• <a href="#">CDC Stay Home If You Are Sick Poster at Entry Points</a></li> </ul>		
Develop and Communicate Protocol for entering Offices and Other Building Spaces	<ul style="list-style-type: none"> <li>• Main office</li> <li>• Nurse’s office</li> <li>• Counseling office</li> <li>• Auditorium</li> <li>• Hallways</li> </ul>	<ul style="list-style-type: none"> <li>• Signage</li> </ul>		
Establish a self-identification process for staff and students who are medically at risk to inform the district	Maintain HIPPA laws while following regulations and guidance to allow for at home work or learning based on medical risk.	<ul style="list-style-type: none"> <li>• Notification process developed</li> </ul>		
Shared Decision Making	<ul style="list-style-type: none"> <li>• A variety of stakeholders were involved in the creation of the plan. These include administrators, NRW Teacher’s Association,</li> </ul>			

	<p>NRW Service Employees, parents, board members, etc.</p> <ul style="list-style-type: none"> <li>• COVID-19 Planning Committee will meet quarterly to review the plan</li> <li>• Administration will meet monthly to review the plan</li> <li>• Staff, family, and student surveys may be used after the reopening to assess needs and strengths.</li> </ul>			
<p>NR-W will continue to provide ongoing coverage of all sites to ensure safe environments for students, staff, and our community. The service includes</p>	<ul style="list-style-type: none"> <li>• Emergency management</li> <li>• Threat assessment teams</li> <li>• School Resource Officers</li> <li>• Partnering with all local law enforcement agencies</li> <li>• Lock down drills and fire drills will continue to be practiced, adhering to the current regulations</li> </ul>			
<p>Health planning/health support/medication requirements</p>	<ul style="list-style-type: none"> <li>• All Individual Student Health plans will be updated to reflect the public health situation and families will be contacted. Completed plans will be in the health room/School Tool/classroom.</li> <li>• All necessary medications will be expected to be on site and stored in the health room for any time the student is at school.</li> <li>• Building nurse response to care for COVID-19 symptomatic staff and students will be determined in coordination with WCPH and a protocol will be developed by August.</li> <li>• Normal nurses office procedures and treatments will continue daily. COVID-19 symptomatic staff and students will utilize a different isolated room in the school building. Limit the number of students in the Health Room, abiding by social distancing guidelines.</li> </ul>			

	<ul style="list-style-type: none"> <li>District nurses will be working in conjunction with WCPH on symptom reporting during daily attendance as planned.</li> </ul>			
Immunizations	<ul style="list-style-type: none"> <li>Well child visits have decreased due to COVID-19 and required immunizations were missed.</li> <li>District nurses should distribute typical letters with the start of the school requirements.</li> <li>State immunization rules/expectations remain in place but we expect a grace period for non-compliance exclusion due to COVID-19.</li> </ul>			
IEPs/504s	<ul style="list-style-type: none"> <li>Student health reviews will continue to be completed with meetings occurring either remotely or in-person.</li> </ul>			
Cleaning	<ul style="list-style-type: none"> <li>Facility cleaning and disinfecting following use will be completed and monitored.</li> <li>Teachers and support staff will have easy access to disinfecting products to use in their classrooms during the school day focusing on high touch surfaces.</li> <li>Maintenance will continually spot clean and disinfect the remainder of the building during the school day focusing on high touch surfaces.</li> <li>Logs will be maintained that include the date, time, and scope of cleaning and disinfection. Each facility type will have a designated frequency and type of cleaning identified along with whose responsibility it is.</li> <li>The North Rose – Wolcott CSD will clean and disinfect in accordance with</li> </ul>			

	the Centers for Disease Control issued guidance.			
Communication Plan	<a href="#"><u>Communication Plan</u></a>			
COVID-19 Contact	Michael Pullen, Superintendent of Schools			

The North Rose – Wolcott Central School District will obtain and maintain adequate supplies of face coverings/masks for school staff, students who forget their masks, and PPE for use by school health professionals. The District will approve vendors, secure quotes, and have multiple options available to aid in the procurement of such materials, and will use the tables below in calculating estimated quantities needed:

## DISPOSABLE MASKS

*Initial recommended quantities per 100 individuals per group per school*

Group	Quantity per 100 per group	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	12-week Supply at 25% Attendance	Assumptions
<b>Students</b>	100 masks per week	1,200	600	300	1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).
<b>Teachers and other staff</b>	500	6,000	3,000	1,500	5 disposable masks per week per teacher.
<b>School nurses and health providers</b>	1,000	12,000	6,000	3,000	10 disposable masks per week per school nurse.



Item	1-week Supply for 1 Staff	12-week Supply	Assumptions
<b>Disposable Nitrile Gloves</b>	10	120	10 pairs disposable nitrile gloves per week, per staff.
<b>Disposable Gowns</b>	10	120	10 disposable gowns per week, per staff.
<b>Eye Protection</b>	2	n/a	2 re-usable eye protection per staff total.
<b>Face Shields</b>	2	n/a	2 reusable face shields per staff total.
<b>Waste Disposal Medium</b>	1	n/a	1 unit per staff total.
<b>N-95 Ventilating Masks*</b> Note: N-95 masks are recommended <i>only</i> if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures	10	120	10 N-95 masks per week, per staff.

## Teaching and Learning

### OVERVIEW

North Rose-Wolcott School District has embraced an educational model focused on

School staff will be expected to support in-person learning to the greatest extent possible and support remote learning when necessary. By offering in-person and remote learning for our students, North Rose-Wolcott School District continues to focus on strong relationships and instruction for our students—our primary roles in the community. Hybrid learning, a combination of in-person and remote learning, will not re-create the traditional classroom experience and will likely look quite different. Therefore, tools and systems will be in place to support teachers and staff across the district to meet the needs of all students.

Remote learning can occur asynchronously and synchronously. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. The teacher provides learning resources and tasks in a learning management system. Students access learning at a time that works for them and their family. Synchronous learning is an approach where teachers and students are engaged online in learning at the same time. The teacher provides learning resources and tasks through video-conferencing enabled through Google Classroom, Schoology, and/or Seesaw during a specific time.

During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include: small group instruction (literacy, math, language development), hands on application of learning (Career Technical Education experiences), and assessments.

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
<p>The district and schools will partner with our students and families to support students' hybrid (in-person and remote) learning when returning to school in the fall.</p>	<ul style="list-style-type: none"> <li>• North Rose-Wolcott School District will provide information on district curriculum so students and families can better understand academic expectations and ways to support student success.</li> <li>• Ongoing communication will be provided to support families in the learning process including additional instructional resources to help make hybrid learning successful for students at home.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Technology tips and troubleshooting guides will be available to help students and parents navigate online instructional tools, such as Google Classroom.</li> <li>• We will provide models of consistent learning experiences across classrooms and schools, such as the time spent in teacher instruction and independent student work time.</li> <li>• Expectations for regular, substantive interactions between teachers and students will be developed.</li> </ul>			
<p>NR-W will support educators' planning and instructional needs with professional learning, resources and supports</p>	<ul style="list-style-type: none"> <li>• Develop plans to help students start the school year with strong relationships, routines, and expectations necessary for success in hybrid learning environments and sustain those relationships and learning throughout the school year.</li> <li>• This will be a focus upon return to 4 day/week instruction for UPK-8 on 4/26/21.</li> <li>• Create flexible learning expectations and timelines to utilize multiple ways for students to share their learning through assignments, tasks, and projects.</li> <li>• Gain a deeper understanding of the grade level curriculum and resources with a focus on prioritized NYS Learning Standards to ensure critical learning happens.</li> <li>• Review and provide meaningful feedback on student work to adjust instruction and set learning goals with students.</li> <li>• Meet individual student needs through differentiated learning focused on NYS Learning Standards.</li> <li>• Adapt an instructional approach to balanced assessment practices that facilitate hybrid learning and provide data to inform next steps in learning.</li> <li>• Support delivery of academic content, assessment, and student reflection through the appropriate and flexible use of a variety of instructional digital tools to support student learning.</li> <li>• Identify anticipated student learning gaps and strategies to close them through ongoing staff training and resources.</li> <li>• Prioritize foundational literacy and math skills, and the best developmental instructional practices in a hybrid</li> </ul>			

	<p>learning environment for elementary grades pre-kindergarten through 6th grade.</p> <ul style="list-style-type: none"> <li>• Support student learning interests and needs to ensure career and college readiness for middle and high school levels.</li> </ul>			
<p>We will support our educators to meet student needs in a hybrid (in-person and remote) learning environment.</p>	<ul style="list-style-type: none"> <li>• Professional learning opportunities will provide time and resources for educators to build relationships, plan, and teach in any instructional environment.</li> <li>• Ongoing professional learning on tools to meet the needs of students in a virtual and hybrid environment.</li> <li>• Support for remote team meetings where teachers collaborate to make sure students are meeting academic standards and adjusting plans to meet student needs.</li> <li>• Specific examples of high quality instruction to engage students in hybrid learning.</li> <li>• Additional support for our newest educators to ensure they meet the needs of students.</li> <li>• Individualized support for educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development offered through the summer</li> <li>• Curriculum work time provided over the summer</li> <li>• Schedule to include time for staff to continue to develop their learning on online instruction</li> </ul>		
<p>We will support parents in their understanding of the difference in approach of remote, hybrid, and in-person learning environments</p>	<ul style="list-style-type: none"> <li>• Information will be made available regarding the different approaches to learning</li> <li>• Parents will have access to a Playlist approach to learning the expectation for greater student independence in the learning environment regardless of the structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Videos provided</li> <li>• Information nights</li> <li>• Newsletters</li> </ul>		

<p>Develop alternative means for instruction of students in programs that typically require larger close gatherings such as physical education, band, and chorus</p>	<ul style="list-style-type: none"> <li>• Encourage and support teachers in those areas working with their local and statewide organizations to develop and use best practices</li> <li>• Provide multidisciplinary work time for integration of special areas and core subjects</li> </ul>			
<p>Student Support Services</p>	<ul style="list-style-type: none"> <li>• Staff will ensure that services and support for our most vulnerable students are provided in all educational environments. We recognize the distinct differences and in some cases diminished effectiveness of services in the remote environment. Consequently, we are dedicated to continuing to improve our approach and strategies to support students.</li> </ul>			
<p>Equity, Diversity, and Inclusion</p>	<ul style="list-style-type: none"> <li>• We need to continue to elevate the needs of historically underserved students and families. We address these needs both on a systemic and individual level through culturally responsive practices and through collaboration with community partners.</li> <li>• We will continue direct support for students, schools, and departments in the new school year.</li> </ul>			
<p>Communication Plan</p>	<p><a href="#">Communication Plan</a></p>			

## Social Emotional Well Being

### OVERVIEW

In either a hybrid or remote environment, the district will continue to provide schools with the protocols and training necessary to support the mental health needs of students.

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
Crisis Response and Suicide Prevention	<ul style="list-style-type: none"> <li>• For students who express concerns about language or behaviors while in their school building, we will follow protocols established for in-person interactions.</li> <li>• For students who express concerning language or behaviors while remote, staff will follow remote suicide risk assessment protocols (provided to all school administrators and mental health professionals).</li> <li>• All crisis event responses will be made in collaboration with Wayne County Mental Health and building level administration using building or remote protocols as needed.</li> <li>• An emphasis will be placed on training all staff on recognizing signs of depression and anxiety through the Mental Health First Aid programming.</li> <li>• Staff will receive training in mandatory reporting and recognizing signs of distress in remote learning environments.</li> <li>• Students will continue to have access to Wayne County Mental Health through teletherapy</li> </ul>			
504 Support and Compliance	<ul style="list-style-type: none"> <li>• We understand that any change to the learning environment has the potential to be a barrier for our learners. Consequently, we are training staff to identify and accommodate those students that would benefit from a 504 plan in the hybrid and remote environment.</li> <li>• All 504 support and meeting protocols have been developed for both onsite and remote options.</li> <li>• Decisions around meeting participation and communication will be made on an individual basis. 504 teams are encouraged to discuss accommodation needs for students in both learning environments—in person and remote.</li> </ul>			
Social Emotional Learning	<ul style="list-style-type: none"> <li>• Social Emotional Learning (SEL) should be part of all work with students whether remote or hybrid.</li> </ul>			

<p>The district has developed a comprehensive plan for supporting in-person and remote learning that includes providing training to staff</p>	<ul style="list-style-type: none"> <li>• Student social-emotional needs and social-emotional learning curriculum should be a major part of the reopening process.</li> <li>• Positive Behavior Intervention and Supports (PBIS) in the classroom and at home will be available</li> <li>• Supporting family-school partnerships that emphasize relationship building and engagement to enhance building climate and culture will be necessary.</li> </ul>			
<p>Counseling Services and Plan</p>	<ul style="list-style-type: none"> <li>• Counselors will work with their teams and administrator to determine when their services will be provided in-person or remotely.</li> <li>• Procedures will be developed so students can access counselors regardless of the environment</li> <li>• Certified school counselors have reviewed and updated the comprehensive school counseling program plans</li> <li>• A shared decision making team has been used to inform the school counseling program plan.</li> </ul>			
<p>Multi-Tiered Systems of Support</p>	<ul style="list-style-type: none"> <li>• MTSS teams will meet to review to determine tiered interventions needed to support students</li> <li>• Levels of intervention will be developed for students who do not actively engage in online learning.</li> <li>• Develop a consistent framework for meetings, tracking of student needs, and levels of intervention across the district.</li> <li>• Primary contact for mental health support teams TIG, TIC, including suicide prevention and Delphi at each building.</li> </ul>			
<p>Prolonged transition/relationship building period with students</p>	<ul style="list-style-type: none"> <li>• A top priority in the beginning weeks of school will be to build relationship and support students' emotional well being and resiliency.</li> <li>• Provide remote supports for staff to implement.</li> </ul>			

Culture and Climate	<ul style="list-style-type: none"> <li>• Our TIG team will support staff best practice around trauma informed practices. A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students. Best practice guidelines will be available in order to support students who may need more support. Our TIG team will provide ongoing consultation to staff.</li> <li>• Recognizing the need to assess the status of students' social-emotional health as they return to school, Student Services is working on protocols that can be used to inform levels of support for students.</li> </ul>			
Employee Wellness	<ul style="list-style-type: none"> <li>• Employee wellness through FLASHP</li> <li>• Employee Assistance Program</li> <li>• Community Circles for staff to engage in to reconnect and share</li> </ul>			
Drug Intervention Services	<ul style="list-style-type: none"> <li>• Agency partners providing group and individual substance abuse counseling are currently working with our students virtually.</li> <li>• There will need to be a greater outreach and awareness of those students with potential needs.</li> </ul>			
Restorative Practices	<ul style="list-style-type: none"> <li>• Supports to foster healthy relationships, build supportive communities, and improve behavior remain important regardless of the environment we return to in the fall.</li> <li>• We will be ready to continue to support effective climates, cultures, and discipline practices through virtual or in-person professional learning.</li> <li>• Staff will continue to develop resources and professional learning to support implementing restorative practices in remote or hybrid learning environments.</li> </ul>			
Adult Professional Development	<ul style="list-style-type: none"> <li>• Targeting implicit bias and anti-racism</li> <li>• Include religion, gender, socio-economic status</li> </ul>			



## Transportation

### OVERVIEW

North Rose-Wolcott School District operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with local health orders.

The implementation of a service model may be adjusted or modified dependent upon the needs of students for access to district facilities and services. The guidelines followed are designed to maintain safe environments and health practices for North Rose-Wolcott School District staff, students, and community members.

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
<p>Transportation:</p> <p>The Transportation department supports students by providing safe and timely transport services for students attending on-site programs whether the education model is traditional or hybrid.</p>	<ul style="list-style-type: none"> <li>• Capacities of transport will follow public health guidelines:               <ul style="list-style-type: none"> <li>○ Number of students permitted to ride at any time</li> <li>○ Symptom screening protocol enforced for all bus riders</li> <li>○ Cleaning and disinfecting protocols following student pick up and drop offs</li> </ul> </li>   <li>• Scheduling dependent on ridership and capacities               <ul style="list-style-type: none"> <li>○ Tier 1 - single start and release time</li> <li>○ Tier 2 - two start and release times</li> </ul> </li> </ul>			

	<ul style="list-style-type: none"> <li>• Consider routing in coordination with schedule for students or by cohorts, and vice versa if in a hybrid situation</li> <li>• Staff training</li> <li>• Student training</li> <li>• Loading, unloading, waiting for the bus procedures</li> <li>• Communicate social distancing and PPE expectations to students and families, as well as protocol for enforcement</li> <li>• Consider creating school schedules based on transportation capacity, rather than trying to make transportation runs fit traditional schedules</li> <li>• School buses will contain hand sanitizer on the bus.</li> <li>• Bus drivers will wear face masks</li> <li>• The district will provide PPE for drivers, monitors, and attendants.</li> <li>• Hand sanitizer is provided in all staff areas of the transportation department building,</li> <li>• Any staff member that has direct physical contact must wear gloves.</li> <li>• Students with disabilities who are unable to wear a mask on the bus will not be denied transportation, however they will be required to maintain social distance.</li> <li>• If the district is in session, transportation will be provided to alternate placements whose schools are meeting in person when/if the district is not.</li> <li>• Students will wear masks when boarding, riding, and departing the bus.</li> </ul>			
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# Technology

## OVERVIEW

During the 2020-2021 school year, the IT Department will prioritize:

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
Supporting NR-W students and their families, and our staff as they utilize our core digital learning tools	<ul style="list-style-type: none"> <li>• All students and staff have access to a working Chromebook or laptop</li> <li>• Communicate technology assistance resources to families and staff via help desk and email support</li> <li>• Evaluate use of hotspots to determine if they are appropriately assigned to families-a survey has been sent to families to determine who still lacks high-speed internet connection</li> </ul>			

	<ul style="list-style-type: none"> <li>• Ensuring all students and staff have reliable internet access to complete their work remotely-staff will be provided a survey to determine who lacks high-speed internet</li> <li>• Maintain and research means to support safe use of technology tools</li> <li>• Ensuring students have a variety of way to demonstrate learning of standards</li> <li>• Create and communicate protocol for sanitizing Chromebooks when they are brought into the district</li> <li>• Implement district Ed2D law policy ensure compliance</li> </ul>			
Supporting NR-W Staff members as they use and develop use for current and new tools	<ul style="list-style-type: none"> <li>• Maintain existing tools and applications to meet the needs of remote and hybrid environments</li> <li>• Introducing new tools and applications in a way that continues to offer flexibility, but also moves toward a model of standardization to provide more robust support for an overall portfolio of systems that are secure, stable, and effective</li> <li>• Provide professional development for teachers regarding devices, digital tools, security and safety, best practices for online settings</li> </ul>			
Demonstrating Mastery	<ul style="list-style-type: none"> <li>• Students and parents will be provided tech tips and trouble shooting guides</li> <li>• Students will have multiple formats to show their learning, including online, paper, etc.</li> <li>• Students' mastery will be measured to the standards for each content/grade level</li> </ul>			

**Certification, Incidental & Substitute**

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
Consider:	<ul style="list-style-type: none"> <li>• All teachers and school district leaders, and pupil personnel service professionals must hold a valid and appropriate certificate for their assignment.</li> <li>• Substitute teachers can be used to address staffing needs within the allowable number of days</li> <li>• Incidental teaching can be considered when determining staff of rooms when no certified or qualified teacher is available after extensive and documented recruitment</li> <li>• When using student teachers, an educator preparation program should be consulted to determine appropriate ways for them to support classroom instruction</li> <li>• The superintendent can assign a teacher to a subject not covered by their certification not to exceed 10 hours a week.</li> </ul>			

## Special Education

The Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, special education providers will continue the work with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. Service plans will be adjusted as needed for the circumstances of the learning environment. We recognize that each student will have an IEP impacted by the model implemented by the district. When this happens, we will be working diligently to set detailed plans for the delivery of special education services.

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
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Family Involvement and Support	<ul style="list-style-type: none"> <li>Families have the same level of meaningful contribution and impact on their student's IEP development for CSE and CPSE meetings.</li> <li>Ensure that families have the opportunity to receive and share information in their preferred language or mode of communication by utilizing Propio translation.</li> </ul>			
Educator Support and Paraprofessional Support	<ul style="list-style-type: none"> <li>The Special Education Department will carry on with creating avenues for learning and sharing new approaches such as teletherapy. This will include professional learning sessions, online resources, working with current vendors for supplemental curriculum resources, and virtual collaboration platforms that support educators and paraprofessionals in setting the stage for this future learning.</li> </ul>			
Child Find and Evaluation	<ul style="list-style-type: none"> <li>North Rose-Wolcott School District will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services.</li> <li>North Rose-Wolcott School District will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.</li> </ul>			
Individualized Education Program (IEP) Meetings	<ul style="list-style-type: none"> <li>North Rose-Wolcott School District is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, we will partner with families to determine the most practical format to conduct CSE/CPSE meetings and arrange for an interpreter if necessary.</li> </ul>			

<p>Delivery of Special Education and Related Services</p>	<ul style="list-style-type: none"> <li>• General education, special education, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals with parent consent.</li> <li>• CSE/CPSE committees will collaborate with program providers to ensure understanding pr the provision of services and consistency with the IEP as well plans for monitoring and communicating student progress, and sharing resources.</li> <li>• In a hybrid setting, families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible.</li> <li>• Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis</li> <li>• Provision of FAPE will occur in accordance with the protection of the health and safety of each student with disabilities individually as well as those providing the special education services.</li> </ul>			
<p>Progress Monitoring and Reporting</p>	<ul style="list-style-type: none"> <li>• Periodic reports on the progress the child is making toward meeting the annual goals will continue to be provided.</li> </ul>			
<p>Accommodations and Modifications</p>	<ul style="list-style-type: none"> <li>• Accommodations and modifications can be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications documented.</li> <li>• The Multi-tiered System and Supports team (general education teachers, special education, related services providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.</li> </ul>			

Confidentiality and Student Privacy	<ul style="list-style-type: none"> <li>• Special Education and Related Service Providers use digital platforms approved by the district for secure access.</li> <li>• Families may provide consent to participate in teletherapy sessions with providers when remote services are required.</li> <li>• Families or other household members may observe or otherwise participate in distance learning opportunities. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.</li> </ul>			
Prioritization based on student need	<ul style="list-style-type: none"> <li>• Consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible</li> <li>• Student/Virtual Learning plans will be created in support of the parents and in agreement of what services will be provided.</li> </ul>			

## School Schedules

### OVERVIEW

School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. If a traditional return to school is not possible by August due to social distancing limitations, the most recent public health guidelines will determine whether schools begin the school year in a remote or hybrid learning environment. The information below has been organized around three possible scenarios for school restart: traditional learning environment, remote learning environment, and hybrid learning environment.

### KEY POINTS



- Expectations for teaching and learning look different in remote and hybrid learning environments. Teachers adapt expectations to meet student needs and may provide more independent learning experiences to support student application and transfer of skills or concepts.
- Remote learning provides an opportunity for students and teachers to remain connected and engaged with learning while working from their homes. Transitioning to remote learning can keep students on track until they return to in-person learning environments.
- In a hybrid learning environment, students attend school in-person and engage remotely. At school, desks or seating arrangements are spaced apart and smaller teacher to student ratios are implemented to adhere to social-distancing limits.
- Symptom screening checks clear each person's entrance into the school building. Visitors are limited during the school day in order to preserve the safest learning environment possible for staff and students. While a hybrid model presents challenges, providing students opportunities for in-person interaction for academic and social-emotional well-being is a priority.

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
School Day Structures and Weekly Meeting Patterns	<ul style="list-style-type: none"> <li>• School structures will be created to provide time for teachers to plan and deliver instruction to students remotely and in-person at the same time. This presents unique challenges for leaders, teachers, support staff, and families.</li> <li>• To the extent possible, in-person learning for students will be maximized. However, limitations based on standing public health guidelines will also be applicable to our schools and will determine the model of in-person vs. remote learning.</li> </ul>			
Child Care	<ul style="list-style-type: none"> <li>• As a school district, we recognize that many community members rely on us to educate and supervise children while they are at work. We will gather information from families and local providers to assess the number of families needing care, as well as where there is availability.</li> </ul>			

<p>Onsite Procedural Guidance: Student Movement (arrive, during session, depart)</p>	<ul style="list-style-type: none"> <li>• Arrival, dismissal, and recess will take place on staggered schedules and through specific doors to promote social distancing.</li> <li>• High School students will transition between classes - there will need to be planning for limited interaction with classmates.</li> <li>• Teachers may need to rate classrooms to limit number of contacts – especially special areas at the Elementary level</li> <li>• Opportunities will need to be planned for students to familiarize themselves with the protocols</li> </ul>			
<p>Registration, Enrollment, and Transfers</p>	<ul style="list-style-type: none"> <li>• Current district policies for registration, enrollment, and administrative transfers still apply in both remote and hybrid learning environments.</li> </ul>			
<p>Create Student and Staff Class Schedule</p>	<ul style="list-style-type: none"> <li>• Hybrid Model <ul style="list-style-type: none"> <li>○ Class size will be determined based on a space of 3 or 6 feet depending on the ability to cohort and the age of the students</li> </ul> </li> <li>• Remote Model</li> </ul>			

**Child Nutrition**

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
<p>Food and Nutrition Services:</p> <p>Remote and on-site attendance dictates the serving model(s) used</p>	<ul style="list-style-type: none"> <li>We will continue to provide meal service to students given on-site and/or remote learning environments. Therefore, the meal service program may be a combination of in-school serving and “grab &amp; go” programs.</li> <li>Current health and safety standard protocols will be used by staff and serving support.</li> <li>Continued compliance will be used with Federal requirements for meals served</li> <li>Cleaning and disinfecting of facilities will be aligned with CDC cleaning/disinfecting school guidance</li> <li>Students will eat in their classrooms with 6 feet of distance between them.</li> <li>Sharing of food and beverages will be prohibited</li> <li>Students with food allergies are known by the food service workers. Student meals are prepared and packaged separately based on allergies.</li> <li>All meals are Child Nutrition Program compliant.</li> </ul>	<ul style="list-style-type: none"> <li>Additional staff or hours for staff</li> <li></li> </ul>		
<p>Continued Communication</p>	<ul style="list-style-type: none"> <li>Communicate changes to meal program in multiple modalities and languages</li> <li>All call, school social media, email blast, school website</li> <li>Utilize district translation service</li> </ul>			
<p>Shared Decision Making</p>	<ul style="list-style-type: none"> <li>Food service director is a part of the re-entry planning team and will meet throughout to plan for changes</li> </ul>			

Food Service Procedures	<ul style="list-style-type: none"> <li>• Plan created for breakfast distribution for in-school during a hybrid approach <ul style="list-style-type: none"> <li>○ Delivery to classrooms</li> </ul> </li> <li>• Plan created for breakfast distribution for those days out of school during a hybrid model <ul style="list-style-type: none"> <li>○ Delivery to students learning remotely</li> </ul> </li> <li>• Plan developed for distribution of food during fully remote model <ul style="list-style-type: none"> <li>○ Continue district-wide delivery</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Insulated coolers to deliver meals to classrooms</li> </ul>		
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### Teacher and Principal Evaluation

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
Each school district must fully implement its currently approved APPR plan.	<ul style="list-style-type: none"> <li>• SLO creation should be reviewed in light of teaching and learning plans.</li> <li>• Assessments should be aligned with instructional plans and should not result testing of students that is not necessary for prioritizing instructional needs.</li> <li>• Observations can be adapted to match the model that instruction is being provided in.</li> <li>• Authentic evidence based on the instructional model should be determined collaboratively.</li> <li>• An APPR variance can be submitted to alter the current plan.</li> <li>• The APPR committee will convene to determine any variations that may need to occur.</li> </ul>			

### Facilities

The Maintenance Department will provide necessary student accommodations, both internal and external, to support educational learning. To the extent necessary, district sites will be available to create an atmosphere that is “warm, safe and dry” for student experiences

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
Building maintenance and improvements	<ul style="list-style-type: none"> <li>• The Capital Improvement Project will continue as scheduled.</li> <li>• Ongoing site repair, remodel, renovation, and reconstruction projects will continue.</li> <li>• Focus on separating contractors from staff and students. Determine the screener and have masks on before entry of the buildings.</li> <li>• Lead-In-Water Testing will be completed in accordance with NYS DOH regulations.</li> </ul>			
Physical Footprint/Utilization of Space	<ul style="list-style-type: none"> <li>• Any changes to a footprint or utilization of space (if needed) will be submitted to OFP.</li> <li>• Decluttering/reducing storage provides for more space</li> <li>• Use gym/aud for reducing storage provides more space</li> <li>• Traffic flow patterns in the buildings</li> <li>• School schedules-the instructional model needs to inform how we do this.</li> <li>• Any use of space will be compliant with the 2020 Building Condition Survey and Visual Inspection.</li> <li>• There are no concrete plans to install dividers in any rooms, however plans will be submitted to OFP for review if a need arises to do this. If plastic separators are determined to be needed, they will comply with the 2020 BCNYS 2020 Section 2606.</li> <li>• Any new construction or temporary quarter project (if the need arises) will be submitted to OFP for a full code review.</li> </ul>			

	<ul style="list-style-type: none"> <li>• The district will consult with OFP to a preliminary evaluation should leasing new facilities be a need.</li> <li>• Any submissions for projects that are only dedicated to “COVID-19 reopening will be labeled as such.</li> <li>• The existing number of toilet and sink fixtures meets the minimum standards of the BCNYS.</li> <li>• Each school building contains one drinking fountain per one hundred occupants.</li> </ul>			
Ventilation	<ul style="list-style-type: none"> <li>• The ventilation systems will be evaluated to maximize circulation of outdoor air.</li> <li>• Consider filter use-too restricted and less restricted/ air turnover/worse filtration -will follow code.</li> </ul>			
Fire and lockdown drills	<ul style="list-style-type: none"> <li>• Will still be conducted</li> <li>• Social Distancing measures considered when planning-and consider social distancing vs. efficient evacuation</li> <li>• SED guidance and guidelines will drive this change</li> </ul>			
Food Service	<ul style="list-style-type: none"> <li>• Classroom setting and overflow spaces for food service</li> </ul>			
Cleaning Vs. Sanitize Vs. Disinfect	<ul style="list-style-type: none"> <li>• Inform and communicate the needs when developing schedules for cleaning vs sanitizing vs. disinfecting vs. maintenance.</li> <li>• All Alcohol-based Hand Rub Dispensers are in accordance with FCNYS 2020 Section 5705.5.</li> </ul>			

## Attendance and Chronic Absenteeism

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
Attendance for State Aid purposes	Attendance will continue to be reported for state aid purposes through SAMS Form A, in accordance with the guidelines for instruction.			
Attendance for instructional purposes	<ul style="list-style-type: none"> <li>Daily teacher/student engagement or attendance regardless of the instructional setting will be collected and reported. This will be collected in a variety of ways dependent on building level and will be reported to administration.</li> </ul>			
Attendance for reporting purposes	<ul style="list-style-type: none"> <li>Attendance of any student of compulsory age, who resides in the district or is placed in another public school district, a charter school, or in an educational program outside the district, will be reported in SIRS.</li> </ul>			
Chronic Absenteeism	<p>The MTSS team for each building will meet to determine students who are at risk or fall into the category of chronic absenteeism. Interventions will be deployed to those students to regain the loss of instructional time address absences.</p> <p>We will provide consistent interventions K-12 in regards to attendance.</p> <p>Thresholds will be established for attendance interventions in accordance to the CDC and state guidelines.</p>			

	<p>A variety of methods will be used to reach out to families whose children are not engaging in distance learning.</p> <p>The district will collaborate with the Department of Social Services before initiating and Education neglect or PINS referral.</p>			
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### Bilingual and World Languages

Task	Steps Taken	Resources Needed	Target Date	Evidence of Accomplishment
Communication	<ul style="list-style-type: none"> <li>• All communications and translations to parents/guardians must be in their preferred language and mode of communication.</li> <li>• The district will utilize Proprio for translation.</li> <li>• The district will provide a guide to staff on how to utilize Propio</li> <li>• Parent communication logs will be utilized to track regular communication with parents.</li> </ul>			
Units of Study	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional Units of Study must be provided to all ELLs based their most recently measured language proficiency level.</li> <li><input type="checkbox"/> Home Language questionnaires will be administered to students and families.</li> <li><input type="checkbox"/> Keep apprised of the updated identification timeline including any regulatory changes for new enrolled students during the closure or beginning of the 20-21 school year. Identification process much be complete within 30 school days of the school year for all students who enrolled during the 19-20 COVID-19 closure as well as the Summer of 2020 and the first 20 days of the 2020-2021 school year. After this period, identification must occur within 10 days of enrollment as stated by Part 154 Regulations.</li> <li><input type="checkbox"/> The teachers will create and maintain a learning log to track minutes provided of support to ELL students.</li> </ul>			



Professional learning	<ul style="list-style-type: none"> <li>• Must encompass the need for equitable instruction no matter the format students are engaging in learning.</li> <li>• Refer to Considerations and Best Practices listed in chart form in Reopening Guidance, pg 24.</li> </ul>			
Accommodations/ Modification	<ul style="list-style-type: none"> <li>• Testing modifications provided to ELL students.</li> </ul>			
Considerations for ELL families	<ul style="list-style-type: none"> <li>• Consider the primary language spoken at home and communicate in that language</li> <li>• Utilize the Migrant tutor to support families in that setting.</li> <li>• Consider the time in which families are working and the implications that has on students learning at home</li> <li>• Provide instructions on utilizing technology in their native language</li> </ul>			