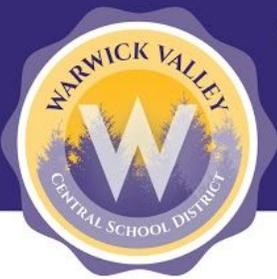


REOPENING PLAN

JULY 31, 2020

UPDATED April 19, 2021 - CHANGES INDICATED IN YELLOW HIGHLIGHT



Introduction

The Warwick Valley Central School District has created this plan to guide the reopening of our schools in such a way that we can safely welcome back our students, faculty and staff, and safeguard the health of their families and the greater community. This plan aims to limit potential exposure to or impact of COVID-19, and has been informed by the latest recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (DOH), as well as mandates and guidelines established by the NYS Education Department (NYSED).

This plan was designed to support the health and safety of everyone who enter Warwick Valley Central School District buildings, and to provide the best possible education to our students under current restrictions. By following this plan, we expect the spread of COVID-19 to be greatly mitigated, although not eliminated.

Due to the evolving nature of the pandemic, periodic updates to this plan may be made in response to any new information from the CDC, the World Health Organization (WHO), and applicable federal, state and local agencies.

Guiding Principles for Reopening

1. Provide a safe learning and working environment
2. Maximize family choice in the student learning format
 - a. Full-time remote instruction
 - b. In-person instruction with ample physical distancing
3. Provide students with instruction at high standards, with the necessary supports for success
 - a. Access to technology and connectivity
 - b. Social and emotional wellness and health supports
 - c. Additional support to meet the developmental needs of our youngest students and students with disabilities
4. Provide clear, proactive, and timely communication to stakeholders

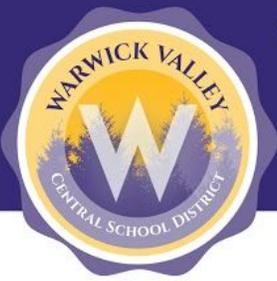
Reopening Plan Development

The Warwick Valley Central School District had two top priorities while developing this plan:

- 1) The health and safety of our community
- 2) The efficacy of the educational model selected

We have engaged with key stakeholders from across the district and the community during this process, and developed a Reopening Task Force and specialized Implementation Teams to help define and refine the details of this plan. These teams include administrators, faculty, staff, parents/guardians, local healthcare providers, and others whose knowledge and understanding have helped shape this plan.

Responses to a survey sent to parents in July indicated that a hybrid learning model was favored for the fall, and the Task Force and Implementation teams have met for regular planning sessions this summer to work toward the hybrid plan laid out in this document.



The plan addresses the following areas: health/safety, facilities, nutrition, transportation, social and emotional well-being, school schedules, budget, attendance, technology, teaching and learning, special education, bilingual education, and world languages.

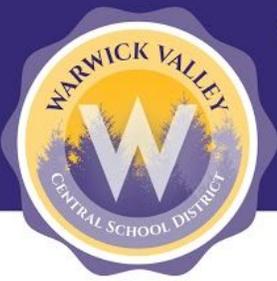
We will remain attentive and flexible amid the evolving circumstances of the pandemic, and be responsive to them. The safety of our students, staff, and the whole community is our main concern.

Reopening Task Force members:

- Bill Biniaris, Principal, Park Avenue Elementary School
- Jonathan P. Costa, Assistant Executive Director, EdAdvance – Facilitator
- Sharon Davis, Board of Education President, Parent
- Danielle Diglio, WVTA Vice President, Reading Teacher
- Marguerite Fusco, Principal, Warwick Valley High School
- Irina Gelman, DPM, MPH, PHDc, Orange County Commissioner of Health, Parent
- Steven Grundfast, MD, FCCP, Parent
- Than Harrington, Director Building and Grounds
- Tim Holmes, Asst. Superintendent Business
- Dr. Jeffrey Horowitz, School Physician
- David Leach, Superintendent – Facilitator
- Cindy Leandro, Asst. Superintendent Human Resources
- Jacqueline Maher, WVTA President, Elementary School Reading Teacher
- Meghan McGourty, Director of Elementary Education and Pupil Personnel Services
- Kevin McGovern, WVTA Vice President, Fifth-grade Teacher
- Keith Parsons, Board of Education Vice President, Parent
- Beth Peluso, WVTA Rep., Grades 7 - 12 Mathematics Teacher
- John Russo, Retired School Administrator, Athletic Director, Health & Safety Coordinator
- Charles Vealey, CSEA President
- James Yap, Assistant Superintendent Secondary Education, Technology and Data

Implementation Teams each focused on specific district functions and services. The teams utilized data collected by the district, the latest reports on the evolving public health crisis, and team members' shared experience and expertise in the district. The plan also takes into account the official New York State Education Department Reopening Guidance document. There are Implementation Teams for:

- Attendance
- Bilingual
- Budget
- Communications
- Facilities
- Health & Safety
- Nutrition
- School Schedules
- Social & Emotional Learning
- Special Education
- Teaching & Learning
- Technology
- Transportation



Capacity Assessment

To maintain our top priority, to maintain the school community's health and safety, we have taken steps to ensure that there is ample space for physical distancing on school grounds and transportation.

If students were to return to our schools at full capacity and follow the current physical distancing guidelines, the square footage of our school buildings and the usable square footage of classroom configurations would be insufficient. This hybrid plan allows us to cohort appropriately and adjust student schedules in a way that will minimize the number of students in attendance on a given day.

As part of this plan, the district is reopening its Pine Island Elementary School and preparing non-traditional learning spaces (e.g., outdoor classrooms, gymnasiums, lunchrooms, courtyards, etc.) in order to maximize our available space.

While the physical space is available, our capacity to staff our program considering our guiding principle to safely educate as many students in person as possible is a challenge. Further, the potential of absenteeism among staff is also a significant risk factor. In March 2021, the District determined that due to several students who remained part of the Distance Learning Academy, we were able to first bring back grades 3-4 hybrid students 5 days a week. The District then brought back the hybrid students in grades 5-6 in April. To further mitigate infection, the District purchased barriers that were fitted for student desks, which according to the NYSDOH Guidance (August 2020) allowed students to be a minimum of 3 feet apart. However, the NYSDO issued updated guidance (April 9th, 2021) requiring the District to provide opportunities for feedback from parents, community members, teachers, staff and local departments of health prior to allowing Grades 7-12 to be less than 6 feet apart. So a survey was sent to the community and approximately 90% of the responses were in support of the change.

Staff COVID-19 Accommodation Survey

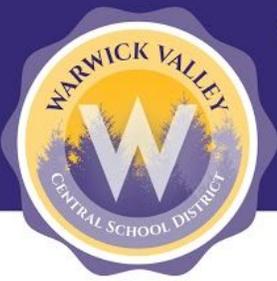
Human Capital

Overall, the number of teachers available to instruct or supervise would be sufficient in a typical year. However, this plan relies upon substitute teachers, availability of bus drivers, teacher aides, paraprofessionals, cleaners, food service workers. A labor shortage in these areas presents a challenge. Further, some staff present with health concerns that may require accommodations. The District sent an option survey to staff to ascertain this information.

The district is planning for the safe return of students and staff in September and its reopening plan includes a comprehensive list of safety precautions, including:

- Requiring face coverings for students and adults
- Maintaining social distancing or use some type of a physical barrier.
- Daily screenings of students and adults of COVID-19 symptoms
- Comprehensive cleaning, hand-washing and respiratory hygiene protocols
- Training for students and staff on safety protocols

With these safety precautions in place, staff will be expected to return to work and resume their professional responsibilities in September



CDC guidelines indicate that certain underlying health conditions may put individuals at increased risk should they be exposed to COVID-19. Having one of these underlying health conditions does not disqualify or exempt an employee from reporting to work, but the employee may request a reasonable workplace accommodation.

Employees are invited (but not required) to complete this survey to provide information that will help the District to plan for your safe return to school. Submit no later than Wednesday, July 29, 5:00pm.

A. First and Last Name

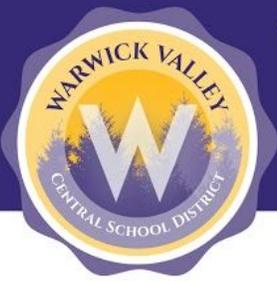
B. 2019-2020 Building/Department Assignment

- Sanfordville
- Park Avenue
- Warwick Valley Middle School
- Warwick Valley High School
- Transportation
- Buildings and Grounds
- District Office

C. The CDC identifies the following underlying health conditions that put a person at higher risk of exposure to COVID-19. If you have one or more of these underlying health conditions, please indicate below:

- Over the age of 65
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious uncontrolled heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus
- None of the above

D. If you have one or more of these underlying health conditions, do you believe you need a workplace accommodation? (Note: If you answer “yes” to this question, the Office of Human Resources will contact you for more information. Workplace accommodation requests will require the employee to provide detailed

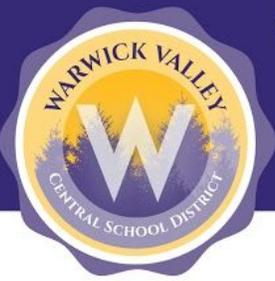


documentation from his/her physician to explain the requested accommodation. The requests will be confidentially reviewed by the school district physician on a case-by-case basis.

- Yes
- No

PLAN OVERVIEW

	Full-Time Online Instruction	In-Person Instruction in School Building With Physical Distancing
Schedule	<p>All Grade Levels: Five days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week.</p> <p>Elementary School students receive approximately 2.5 hours per day of direct/interactive instruction (synchronous).</p> <p>Middle and High School students will follow the school's daily bell schedule.</p>	<p>Grades K - 4: Students report to school everyday. (Grades 3-4 starting March 15th)</p> <p>Grades 5- 6: Students report to school every other day (A or B day) before April 6th. Students report to school every day after April 6th in grades 5-6. Students will be engaged in (synchronous) "live" learning on the days they are not in a school building.</p> <p>Grades 7-12-The aforementioned new guidance requires schools in counties with a high risk of transmission (e.g., Orange County) to maintain a physical distance of at least 6 feet in grades 7-12 unless students are in a cohort. Since the publication of this new guidance, health officials have confirmed that our instructional approach in grades 7-12 meets this requirement because we offer fewer daily classes (four) at a longer duration (75-minute periods).</p>
Courses	<ol style="list-style-type: none"> 1. All courses required by the New York State Education Department are offered. 2. There is no guarantee that all programs or elective courses will be available. 3. General classroom instruction at all 	<ol style="list-style-type: none"> 1. All courses required by the New York State Education Department are offered. 2. General classroom instruction at all levels will feature whole group, small group, and individual support. 3. Eligible students will have access to the Advanced Placement/Honors Programs.



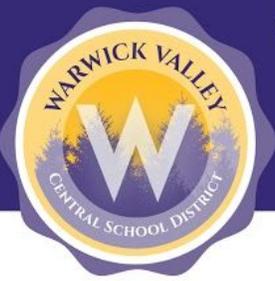
	levels will feature whole group, small group, and individual support.	
Transportation	Not applicable	Transportation will be available; however, families are encouraged to transport children to and from school if possible.
Health Protocols	Not applicable	See Health & Safety
Meals	Meals will be available during the week.	Meals will be available during the week.

The elementary (until full in-person instruction March 15), middle, and high schools (until full in-person instruction when the public has been consulted) will utilize an A/B schedule, meaning that approximately half the students will be in the buildings and the other half practicing remote instruction on a given day. Those three levels will work together to accommodate families with multiple children, by including them in the same in-person and distance learning schedule when possible. Beginning April 6, grades 5-6 return to in-person instruction. This is due to several students electing to remain part of the Distance Learning Academy (DLA). The guidance also states that ultimately, the District's decision to move to shorter physical distances in grades 7-12 will come down to a local community's risk tolerance based on its unique circumstances.

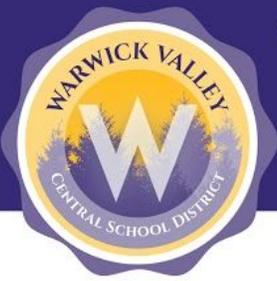
Our plan also supports keeping cohorts of students together as much as possible to help minimize exposure and to contain any positive cases of COVID-19 that may occur. This is more practical at the elementary and middle school levels by the nature of their respective models.

At the high school level, the combination of in-person and remote instruction will allow the school to maintain the learning required to cover the course curriculum, prepare students for sequential courses, meet graduation requirements, and be prepared for AP and IB tests in May.

<p>NUTRITION New York State Requirements & Non-negotiables</p>	<ol style="list-style-type: none"> 1. School districts must provide all students enrolled in the School Food Authorities (SFA) with access to school meals each school day. This must include students in attendance at school, and students learning remotely. 2. District/School Plan must address all applicable health and safety guidelines. 3. District/School Plan must include measures to protect students with food allergies if providing meals in spaces outside the cafeteria. 4. District/School Plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged. 5. District/School Plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals if served in the same common area. 6. District/School Plan must ensure compliance with Child Nutrition Program requirements. 7. District/School Plan must include protocols that describe communication with families through multiple means in the languages spoken by families.
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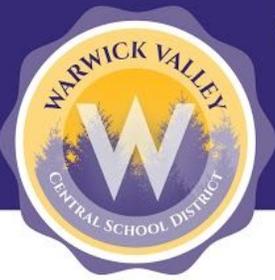


<p>District Actions</p>	<ol style="list-style-type: none"> 1. Breakfast and lunch must be pre-ordered and paid through My School Bucks, whether in-school or at-home remote learning. There will be no register transactions for school meals. Use of My School Bucks or mail-in check will be applied to your student account. Mail checks to WVCSD Food Service Department, PO Box 595, Warwick, New York 10990. Home bagged lunch is encouraged. On days when students are learning remotely, breakfast & lunch will be available for pickup at the school the child attends. Parents will need to pre-order pickup meals. 2. The menu will be minimized to ensure proper food handling and safety guidelines. 3. There will be no eating in the cafeteria. All students will be eating in designated classrooms/areas. Students in grades K-6 with nut allergies will be assigned/cohorted to specific teachers to assist with safety measures. 4. Hand hygiene will be promoted throughout with accessibility to hand washing. 5. The District will ensure compliance with the Child Nutrition Program requirements. 6. Each school will communicate age-appropriate and school-appropriate strategies to families regarding school meal options. Meal service communications will communicate social distance requirements and include any additional school option requirements such as staggering lunch time, increasing the number of meal service access points, and serving meals in classrooms and alternate locations. The district will provide translation services to facilitate communications about food services.
<p>Additional District Action</p>	<ul style="list-style-type: none"> • There will be limited meal choices and pre-packaged to meet federal dietary regulations. • All elementary schools will have a choice of one cold or one hot meal for lunch. Lunch will be delivered to and eaten in the classroom. • Grades 5-6 will have a choice of one cold or two hot meals for lunch. Lunch will be delivered to the classroom. • Grades 7-8 will have a choice of two cold or two hot meals for lunch. There will be multiple designated pickup locations. Students will be released on a staggered basis to pick up lunch. Students will be socially distanced, with pathways clearly labeled, and wearing masks as they progress through the lunch line. • Grades 9-12 will have a choice of two cold or two hot meals for lunch. There will be multiple designated pickup locations. Students will be released on a staggered basis to pick up lunch. Students will be socially distanced, with pathways clearly labeled, and wearing masks as they progress through the lunch line. • Barriers will be installed at the point of pickup. • There will be adequate supplies of face masks, soap, hand sanitizer, and tissues. • High-touch surfaces will be routinely cleaned and disinfected including tables, chairs, and carts used in transporting food. • Single-use gloves will be used when handling or delivering all food. • Only program staff and custodial staff will be allowed to enter program areas. • Staff will be retrained on standard operating procedures for food service. • There will be no use of shared tables, salad bars, and other self-service refrigerators and buffets for food and condiments. • Food sharing between students will be discouraged. • Access points for providing meal services will be increased. • Physical distancing guides in food service areas will be provided: tape on floors, signage, increased table spacing, and physical barriers between tables. • Pre-portioned condiments will be used.

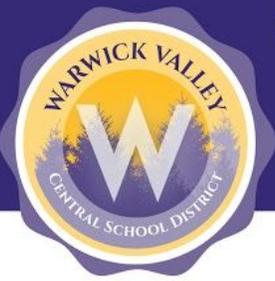


TRANSPORTATION

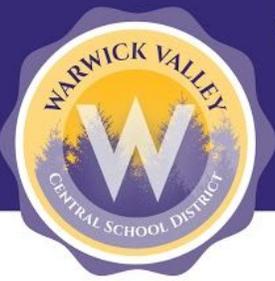
<p>New York State Requirements & Non-Negotiables</p>	<ol style="list-style-type: none">1. School districts and other applicable schools are expected to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly.2. All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/disinfected once a day. High contact spots will be wiped down after each run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run).3. 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.4. Wheelchair school buses will be configured for wheelchair placement to ensure physical distancing.5. School bus drivers, monitors, attendants and mechanics shall 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 should notify their employer and seek medical attention.6. School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.7. 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-19.8. Transportation departments/carriers will need to 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.9. Drivers, monitors, and attendants who must have direct physical contact with a child must wear a mask and gloves.10. All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.11. Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.12. Students will be required to wear a mask on the bus and must social distance on the bus, where practicable, unless they are in the same household.13. Students who do not have a mask cannot be denied transportation. Students who do not have masks must be provided one by the district.14. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.15. If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of the district whose schools are meeting in in-person sessions when/ if the district is not.16. 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.
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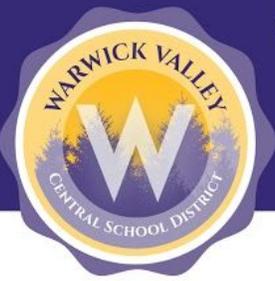
<p>District Actions</p>	<ol style="list-style-type: none">1. The school district will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools.2. Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day contractors agree to clean and disinfect the entire bus.3. 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.4. Wheelchair school buses will be configured for wheelchair placement to ensure physical distancing.5. All transportation department employees shall 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 should notify their employer and seek medical attention.6. All School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield. Students who are able will be required to wear masks and social distance on the bus.7. To comply with the mandates and recommended health and safety guidance the district will adopt the following standard operating procedures:<ul style="list-style-type: none">- Training (Office Personnel, Drivers, Mechanics, Aides)- Personal Protective Equipment (PPE)- COVID Awareness- New cleaning Protocols (buses, transportation center)- Handwashing- Face Covering (sizing, use, wear & care)- Personal Health and Hygiene8. Transportation department 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.9. Drivers, monitors, and attendants who must have direct physical contact with a child must wear a mask and gloves.10. All parents/guardians will be required to ensure their child/children are not experiencing any symptoms of Covid 19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.11. The guidance regarding school transportation requires the following: (See requirement 11, 12, 13, 14)<ul style="list-style-type: none">- Individuals must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated).- Students who do not have a mask cannot be denied transportation. Students who do not have masks must be provided one by the district.12. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.<ul style="list-style-type: none">- Individuals should maintain appropriate social distancing, unless they are members of the same household.- Responsible Parties must adhere to and promote hygiene, cleaning, and disinfection guidance set forth by DOH and the Centers for Disease Control and Prevention (CDC).13. See # 11 Action.14. See #11 Action.15. See #11 Action.
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	<p>15. If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of the district whose schools are meeting in in-person sessions when/ if the district is not.</p> <p>16. 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. The district will provide students a mask on an emergency basis.</p>
<p>Routing</p>	<p>Upon receipt of the student learning enrollment forms, the district will be able to begin the coordination of transportation requests with available buses and drivers to provide district transportation to as many families as our resources allow.</p> <ul style="list-style-type: none"> - Parents of younger grade students will be asked to assist in social distancing at bus stops and during drop off and pick up. - Bus will load from back to front. - Students may only ride their assigned bus. Changing their assigned bus or riding another bus is prohibited. - Buses will be routed with 30% less capacity. <p>The District will utilize computerized routing systems to design routes that limit the number of students on the bus and provide for the following arrival/dismissal schedule (subject to change based on enrollment and capacity restrictions):</p> <ul style="list-style-type: none"> - HS/MS – pick up times beginning at 6:40 am - staggered drop off at school beginning at 7:15 am - Elementary - pick up times beginning at 7:50 am - staggered drop off at school beginning at 8:40 am - Pine Island - pick-up times beginning at 7:45 am - staggered drop off at school beginning at 8:40 am - Parents are encouraged to transport their children to and from school. <p>Dismissal: Parents should consider that staggered dismissal procedures may delay school departure.</p> <p>After School Activities: Transportation for after-school activities shall resume when extracurricular activities and/or interscholastic athletics are permitted. All activities are cancelled until further notice. (e.g., No Late Buses)</p> <p>Continuity of Services in the Event of Driver Absenteeism - Preliminary capacity to split routes in response to driver shortages is 9 (equal to 15%). At a 9 driver shortage, a recommendation may be made to limit transportation to vulnerable populations only (e.g. special education, ENL, etc.). The alternative may require class cancellations, or transition to remote learning.</p>



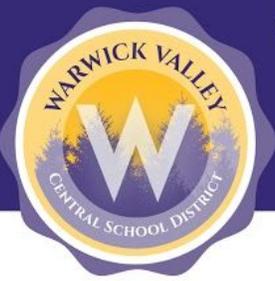
<p>Arrival and Dismissal Procedures</p>	<p>DOH and NYSED guidance requires that the District consider the following in developing plan:</p> <ul style="list-style-type: none">- Responsible Parties should take additional measures to prevent congregation- Social Distance – Stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms. <p>Consider:</p> <ul style="list-style-type: none">• Dividing up student entry points rather than funneling all students through the same entry space, to limit the amount of close contact between students in high-traffic situations and times.• Making arrival schedule changes for students who walk or are dropped off at school by a parent or caregiver.• Establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building, to the greatest extent possible.
<p>Other</p>	<p><u>Bell Times</u> HS/MS: 7:40 a.m. - 1:40 p.m. Elementary: 8:55 a.m. - 2:55 p.m. Pine Island: 8:55 a.m. - 2:55 p.m.</p> <ol style="list-style-type: none">1. Parents are encouraged to transport their children to and from school.2. If a student becomes ill after arriving at school the student will need to be picked up by their parent/guardian from their school.



HEALTH & SAFETY

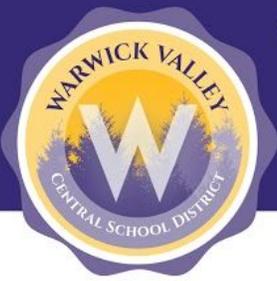
New York State Requirements & Non-Negotiables

1. Number of students and staff allowed to return in person.
2. Written protocol developed in collaboration with the district or school's Coordinator of Health and Attendance to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.
3. Written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire (app: COVID 19 Daily Survey-<https://entry.neric.org/warwick>) for faculty and staff and periodic use of the questionnaire for students.
4. Plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.
5. Written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
6. Written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.
7. Written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
8. Written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.
9. Written protocol to ensure all persons in school buildings keep social distance whenever possible or use some type of physical barrier.
10. Written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
11. A mask must be worn, at all times, in congregate settings (included but not limited to bus, classroom, auditorium, etc).
12. Written protocol regarding students taking mask breaks.
13. Plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use
14. Written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.
15. Written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed cases of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.
16. Written protocol to clean and disinfect schools following CDC guidance.
17. Designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.



<p>District Actions</p>	<p>1. As long as infection rates remain low and the Governor permits us to be in session, then we will begin the school year with a hybrid model. This model allows for ample physical distancing, and, while not ideal, will allow us to maximize in-person instruction during this difficult time. The Reopening Task Force made the recommendation to the district after weighing data collected during the recent Reopening Schools Survey and reviewing New York State guidance documents. The return to full time instruction was advised by the Task force on March 15th for grades 3-4 and April 6th for grades 5-6. Grades 7-12 will return when the public has been consulted The district has created the following framework for its hybrid model:</p> <p>Students who are entering kindergarten, first, and second grade attend school in-person each day in class sizes that are approximately half the typical class size.</p> <p>Students who are entering grades 7-12 attend school in-person on average every other day in class sizes that are approximately half the typical size. They will participate in distance learning on the days they do not report to the school building.</p> <p>Students and staff grouped and remain in the same room as much as possible.</p> <p>Students and staff observe standard physical, social distancing throughout the school day.</p> <p>Reduced capacity for students on school buses.</p> <p>This plan emphasizes grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12.</p> <p>The District reviewed building space and reconfigured available classroom space/ and previously closed school building to maximize social distancing, consistent with public health guidelines in place at that time.</p>
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	<p>2 and 5. The school's Coordinator of Health and Attendance will author and disseminate a written protocol to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:</p> <ul style="list-style-type: none"> Fever or chills 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 or vomiting Diarrhea <p>This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19. https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</p> <p>Students who are symptomatic while entering school or become symptomatic during the school day will be isolated from others right away by the school nurse. Students exhibiting symptoms will be required to continue to wear masks and wait in a supervised, designated isolated room through</p>
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which others do not enter until students can be transported home.

If more than one student is in the isolation area, physical distancing will be maintained to the best extent possible. The school nurse will have a plan for triaging students in the health office, recognizing that not all symptoms are COVID-19 related.

The school nurse will advise parents of sick students suspected of having COVID-19 that students are not to return to school until they have met CDC criteria to discontinue home isolation. <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>. Students will be allowed to return to school 24 hours fever free without fever reducing medication, with a note from their healthcare provider, and/ or with a documented negative COVID-19 test, , and will continue to monitor for symptoms of COVID -19 for 14 days from date of onset. There will be no COVID-19 testing of students at school. Local testing site information will be shared with families. The schools' nursing offices will monitor testing results of students once made available by parents, complying with relevant privacy and health laws. If a student or employee tests positive for COVID-19, the District will uphold their right to privacy and confidentiality to the greatest extent possible while also supporting any contact investigation by the Orange County Department of Health (OCDOH). We will determine the level of closure in consultation with the OCHD, as well.

"Cohorting" practices will dictate whether a classroom, grade level, wing of a school building, or entire school will close. Those in close contact with the individual who tested positive will then receive instructions from the OCHD regarding testing, quarantine, and a timeline for returning to school. Distance learning will allow students who cannot be physically present at school to participate if they feel well enough. If a student is unwell to participate in distance learning, students receive an excused absence, respectively.

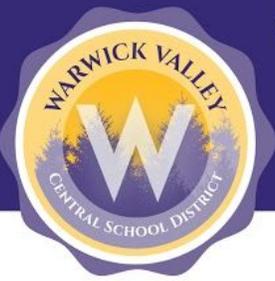
For the purpose of facilitating contact tracing efforts, all individuals will sign in to newly utilized areas, with basic contact information (name, phone number) whenever feasible.

Adults who are symptomatic while entering school or become symptomatic during the school day will be sent home and advised to seek medical care present in school and has a confirmed diagnosis of COVID-19, the School Nurse and the school administration contact the Central Office and the health officials immediately. In addition, the Superintendent will be notified by school personnel that a staff member or a volunteer is suspected of be accordance with privacy expectations and the Americans with Disabilities Act (ADA)

Any individual (other than a designated essential worker) with a recent history of travel to areas of high prevalence of COVID-19 (https://coronavirus.health.ny.gov/covid-19-travel-advisory?qclid=EAlalQobChMlq9Heiefe6gIVAYbICh3FhQk0EAAYASAAEgKUw_D_BwE) must remain in precautionary quarantine, can not present for the duration of the 14 days post travel and must notify the school.

An individual tested for COVID-19 must remain under precautionary quarantine until receiving a negative test result and can not present while test results are pending.

3 and 4. The Coordinator of Health and Attendance and Principals have organized a screening procedure for students at home and to the extent possible, at school. Passive Screening: Parents/Guardian are instructed to screen students before leaving for school by checking to ensure temperature is below 100.0 degrees Fahrenheit and to observe for symptoms consistent with COVID-19. Parents are strongly encouraged to keep students at home if they are feeling sick, have any symptoms associated with COVID 19, or have had close contact with a person diagnosed with COVID-19. Parent/Guardian informs School Nurse if Student temperature is 100 degrees fahrenheit or greater and/or has any COVID-19 related symptoms



Active Screening: Students may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. NOTE: Screening procedures for all children are not required at the point of entry to the school. However, to ensure compliance with this guideline random temperature screening will be conducted on students entering the school. MP2 SafeCheck walkthrough body temperature sensor screening devices will be used at school entrances. Any student who exhibits symptoms of an acute illness will be evaluated by the school nurse.

Students with a temperature greater than 100.0 degrees are not permitted into the school. Students will be allowed to return to school after 24 hours fever free without any fever reducing medication and with a note from their healthcare provider, and/ or with a documented negative COVID-19 test.

The school nurse will monitor screening information / data of students while complying with relevant privacy and health laws.

The school nurse will monitor symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.

School administration will oversee that upon entry to school and dismissal from school, large gatherings are avoided. Students will proceed directly to classrooms or small group designated areas.

The Coordinator of Health and Attendance and Principals have organized a screening of staff at home and to the extent possible, at school.

Passive Screening: Staff and regular approved volunteers are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent with COVID-19. Staff and regular approved volunteers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19

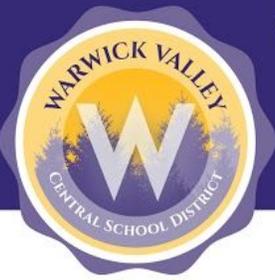
Active Screening: Staff and regular approved volunteers may be randomly screened as they enter school consistent with state and local health guidance, which includes visual wellness checks and random temperature checks with no touch thermometers. (checking to ensure temperatures below 100.0 degrees Fahrenheit). Staff and regular approved volunteers will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

Staff and regular approved visitors with a temperature greater than 100.0 degrees are not permitted into the school. Staff and regular approved volunteers will be allowed to return 24 hours a fever free without fever reducing medication, with a note from their healthcare provider, and/ or with a documented negative COVID-19 test.

The school nurse will monitor screening information/data of staff and volunteers while complying with relevant privacy and health laws.

The school nurse will monitor symptoms in staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.

It is an expectation that all staff and regularly approved volunteers will sanitize or wash their hands upon entering the school.



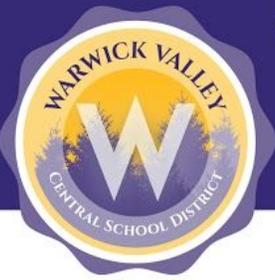
6. Outside visitors and groups will have very limited or no access to schools during the school day. Access to the buildings by visitors/parents will be extremely limited and only for specific educational purposes. Each school will post a “No Visitors Policy” that includes the following wording, “Visitors will not be permitted into school facilities unless scheduled to enter, or required by law.” Active Screening: Visitors/parents, with prior approval to enter the building will be subject to a health screening performed by a school employee. Active Screening: Schools will screen visitors/parents with prior approval to enter the building as they enter school consistent with state and local health guidance, which includes visual wellness checks and a temperature check with a no-touch thermometer (checking to ensure temperatures below 100.0 degrees Fahrenheit). Visitors/parents who will enter the school will be asked to complete a COVID-19 screening attestation. Each school’s Main Office will maintain a log for those visitors allowed into the building. The log will include name, contact phone number, and arrival/departure time of each individual. Principals and office staff will organize parent pick up / drop off of students, which will be modified at each building. The use of a mask will be required of all parents who are picking up or dropping off students during the school day and required to enter the school office in the process. Pick up in the afternoon will be modified to ensure that parents have limited or no access to the interior of the school building. The School Principal / Superintendent of Schools will review all requests for use of the schools – before and after school. There will be limited access to outside organizations’ use of school sites and schools’ resources after school hours. The Central Office and Superintendent of Schools will ensure that external community organizations (including those that sponsor before- or after-school childcare) that are allowed use of the facilities also follow the school’s health and safety plans, as well as the expectations of local health officials. There are procedures at each school site developed by Principals and the custodial staff for accepting deliveries in a safe manner.

7. and 15. Written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school. Written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed cases of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

Students and staff must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19. Parents/Guardians inform School Nurse if a student is ill and/or has traveled to high risk areas within the past 14 days. Parents will be instructed NOT to administer fever reducing medication to your child for the sole purpose of reducing a fever before sending your child to school. If there are any questions, contact your child’s school nurse.

If a student or employee tests positive for COVID-19, the District will uphold their right to privacy and confidentiality to the greatest extent possible while also supporting any contact investigation by the Orange County Health Department (OCHD). We will determine the level of closure in consultation with the OCHD, as well. “Cohorting” practices will dictate whether a classroom, grade level, wing of a school building, or entire school will close. Those in close contact with the individual who tested positive will then receive instructions from the OCHD regarding testing, quarantine, and a timeline for returning to school. Distance learning will allow students who cannot be physically present at school to participate if they feel well enough. If a student is unwell to participate in distance learning, students receive an excused absence, respectively.

8. Principals and teachers will review guidance/training and post signage provided by the district on proper handwashing techniques with students,



including the following:

- Scrub with soap for at least 20 seconds, including areas between the fingers or use hand sanitizer if soap and water are not accessible.
- Staff and students should dry hands thoroughly.
- Wash/sanitize hands when: arriving and leaving home; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
- Proper procedures for putting on, wearing, and taking off masks
- Proper use of PPE

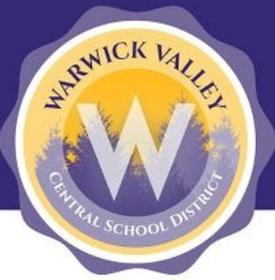
For a complete review, see the following:

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/covid19.pdf>

9. Physical Distancing: All school employees will assist in the expectation that Physical Distancing / Social Distancing is maintained as much as possible. The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. Principals will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission. Each school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium) based on maintaining reasonable social distancing and planning the use of physical barriers prior to use by a classroom or group. Even with social distancing expectations in classrooms, school spaces, hallways, students and staff members will wear face coverings / masks in school and on the bus. To the extent possible the schools will create student/teacher classroom cohorts to minimize the mixing of student groups throughout the day. Consistent teams/cohorts will minimize cross-contamination of student groups. Schools will have plans to minimize movement of students and staff as much as possible and reduce the amount of students and staff that move at the same time. Traffic patterns in hallways will be designed to promote social distancing during passing times. Strategies will include staggered passing times or one-way traffic in hallways. Classroom seating shall be assigned to students at all times during the day. Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed. Any classroom that uses tables as a student desk may be provided individual approved desk shields at their assigned location to assist with social distancing in the classroom. Schools will restrict the sharing of educational materials between individuals. These materials include such items as books, manipulatives, computers, calculators, writing utensils, and art supplies. No two individuals should use the same materials in a given school day without appropriate cleaning / disinfecting in between uses. Backpacks will be used to discourage the use of lockers as much as possible.

10. Written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

Students with health concerns, illness, or quarantine order will participate in a Remote Learning Parallel Track in which the student learns at home with parent support in place. This track aids in a return to school at the appropriate point after illness, quarantine, or when families decide to re-enter. In order



to smoothly re-enter school after an extended time out and begin participating in the traditional schedule, it is strongly encouraged for students and parents to engage in Remote Learning provided.

Exception: Formal Homeschooling Plan – Some students learn at home due to medical concern or other reasons *with no support from the school.*

11 and 12. Masks: Face Coverings:

According to NYSDOH, it is instrumental to wear masks at all times where social distancing cannot occur and in congregate settings without mention of distancing. Medical exemption to wearing masks during a pandemic of this scope and magnitude jeopardizes the health and well-being of the individual with the underlying medical condition (as they tend to be more vulnerable and susceptible by definition of the term), as well as a threat to the public health of everyone in their surrounding vicinity.

All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building.

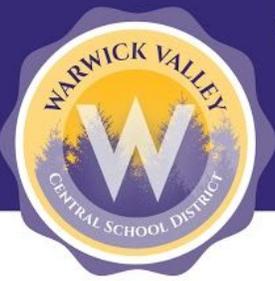
All school employees will assist in the expectation from the State of New York that face coverings /masks are in place during the school day by all. The following communication will appear in school email, website, and social media: "For the safety of all students and all staff, the State of New York guidelines for returning to schools and WVCSD Board of Education require that all students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus."

The only exceptions for face coverings or masks are as follows:

- For anyone who has trouble breathing, or anyone who is incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks are not required, per CDC guidance.
- For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.

For students, face coverings/masks may be removed while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing. Exceptions may also be necessary for certain special populations. For students who have trouble breathing or for other medical reasons, reasonable accommodations will include a face shield with a cloth drape attached across the bottom and tucked into the shirt. Medical documentation from health care providers will be required. NOTE: Face shields alone are not a sufficient alternative to the wearing of face masks, but rather both should be worn for additional protection.

Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them. Teachers will establish times for "Mask Breaks" that will be provided during the school day. Breaks will occur when students can practice social distancing and/or when they are outside.



Staff members and volunteers will wear masks that completely cover the nose and mouth inside the schools and will be assigned all necessary PPE as required for their role.

For teachers and staff, face coverings/masks may be removed while teaching if the following conditions are in place: Enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking, or when outside and effectively practicing social distancing. Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating). Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns. Schools will have backup disposable masks available for staff members who forget them. Staff members will receive guidance/training on proper use of PPE required for their role: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>.

School Nurses and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves. Front office employees will be provided face coverings or masks and disposable gloves.

Custodial staff will be provided equipment and PPE for cleaning and disinfecting:

(1) For regular surface cleaning, gloves appropriate for all cleaning and disinfecting will be provided. (2) Staff engaged in deep cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.

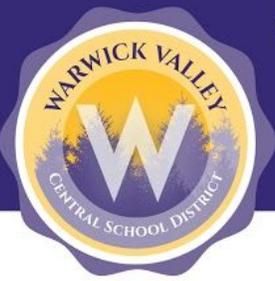
Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.

Information will be given to staff, students and, parents on proper use, removal, and washing of face coverings.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

13. The Coordinator of Health and Attendance and Assistant Superintendent for Business have confirmed that there is adequate protective equipment in place for reopening. There is protective equipment (including extra masks) for students in the classrooms and throughout the facilities. There is protective equipment (including masks and PPE) for staff appropriate for each classification or duty. There is a plan for an ongoing supply of personal protective equipment. There is a sufficient number of no-touch thermal scan thermometers for symptom screenings. There is sufficient PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance). There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of New York & DPH guidance. There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.

14. Confirmed Covid Case: The Superintendent of Schools and Principals have established a procedure should there be COVID 19 cases in the schools or in the community that could possibly impact the schools. The Superintendent and Principals have updated the Warwick Valley CSD Safety Plan that includes procedures for a case or cases of COVID-19. In all cases, the District will attempt to maintain privacy in consultation with the Orange County Health Department. The District will receive its instructions and guidance from the Orange County Health Department. This procedure includes communication to the local health officials when a student, staff member or a member of their household has tested positive for COVID-19 and



	<p>has possibly exposed others at the school. The Principals have procedures for an isolation room of the school for a length of time based on (1) a positive COVID-19 case or cases in the school and (2) the risk level within the school/community as determined by local health officials.</p> <p>The Superintendent of Schools has a procedure for the closure of schools for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by the local health officials. The Board of Education has granted the Superintendent the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees, or to respond to direction from the State of New York and/or the local health officials.</p> <p>The Board of Education has granted the Superintendent the authority to limit access to public school grounds and school buildings during school closures or elevated levels of transmission in the area. Under the supervision of the Assistant Superintendent, the schools are able to provide for a continuity of instruction / remote learning, if necessary. Under the supervision of the Director of Elementary Education and Pupil Personnel Services, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures. Under the supervision of the School Food Service Director and the Director of Facilities, the schools are able to provide for continuity of meal service, if necessary.</p>
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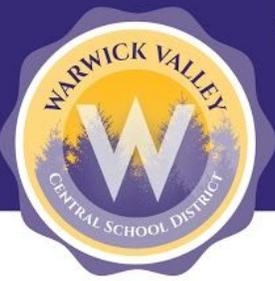
	<p>16. Cleaning Schools: Written protocol to clean and disinfect schools following CDC guidance. The Director of Facilities will ensure that the schools comply with DPH guidelines including:</p> <p>http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/covid19.pdf</p>
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	<p>17. Designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.</p>
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Technology & Connectivity

<p>Requirements & Non-Negotiables</p>	<ol style="list-style-type: none"> 1. Have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence. 2. To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access. 3. Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
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<p>District Actions</p>	<p>1 and 2. Access to technology will become 1 to 1 for students K-12 and hi-speed Internet access will be provided when needed. The District</p>
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has purchased 60 MIFI devices. Family needs for internet & wireless access will be handled on a case by case basis. The District has also put outdoor wireless on all its buildings so community members may go to the surrounding areas of each school and have high speed Internet access. This access will be advertised. All instructional staff have also been given a district provided Chromebook.

The IT department will be prepared to provide necessary technology hardware and software in classrooms as well as supporting those students that have chosen to remain at home in a remote learning scenario. IT will be prepared to support all needs in any scenario via a help desk system. Parents and students can email helpdesk@wvcsd.org

The District has a dedicated 2gb connection that will support the middle school and high school. The District has a dedicated 1gb connection that will support the elementary buildings in the school district.

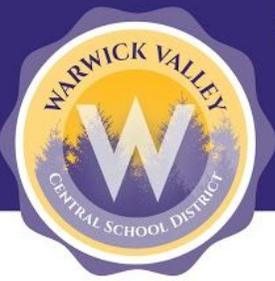
In every classroom, there is a document camera that can be used for video conferencing as well as the camera on every Chromebook. All classrooms are also equipped with an Interactive TV. In grades 2-12 students will have devices that are assigned to them and will be handed out in late August. Each guardian will be asked to sign a document that outlines the responsibility of taking a chromebook.

3. Each student will be scheduled for a maximum of eight classes. Classes will meet on an alternating day schedule. A 40-minute meal break will be provided for all students in the middle of the school day. Attendance is required and will be documented. Each class period will be 75-minutes in length, approximately 30 minutes but no more than 40 minutes of the class period will consist of direct instruction with the remainder of the class consisting of time to ask questions and clarify understanding. The teacher may divide up the direct instruction or have the direct instruction at the beginning of the class.

Teachers are expected to provide instruction for each class that they teach using Google Meet.

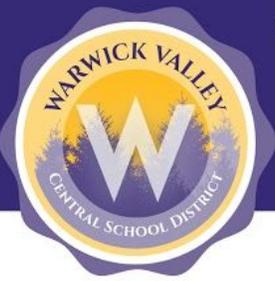
In GradesK-6, their periods vary in length. They will have ELA and Math everyday while having Science and Social Studies every other day. In Grades K-2, the students will be in person everyday. In grades 3-6 they will come to school every other day but will still receive instruction remotely.

Grades 3-4	Grades 5-8	Grades 9-12
Students will have their personal district-owned device that they will use while at home and should bring to school	Students will have their personal district-owned device that they will use while at home and should bring to school	Students will have their personal district-owned device that they will use while at home and should bring to school



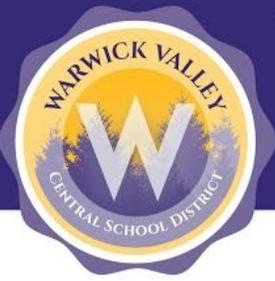
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Remote Learning Only	<p>1 & 2. Access to technology will become 1 to 1 for all students K-12. The District has purchased 60 MIF devices. Family needs for internet & wireless access are handled on a case by case basis. The District has also put outdoor wireless on all its buildings so people can go to the parking lots and get access. This access will be advertised. All instructional staff have also been given a district provided Chromebook. IT will be prepared to support all needs in any scenario through a help desk system.</p> <p>In grades 3-12 students will have devices that are assigned to them and will be handed out in late August. Each guardian will be asked to sign a document that outlines the responsibility of taking a chromebook.</p> <p>3. In Grades 7-12 Each student will be scheduled for a maximum of eight classes. Classes will meet on an alternating day schedule. A 40-minute meal break will be provided for all students in the middle of the school day. Attendance is required and will be documented. Each class period will be 75-minutes in length, approximately 30 minutes but no more than 40 minutes of the class period will consist of direct instruction with the remainder of the class consisting of time to ask questions and clarify understanding. The teacher may divide up the direct instruction or have the direct instruction at the beginning of the class. Teachers are expected to provide instruction for each class that they teach using Google Meet.</p> <p>In Grades K-6, their periods vary in length. They will have ELA and Math everyday while having Science and Social Studies every other day.</p>		
	Grades 3-4	Grades 5-8	Grades 9-12
	All students will have their personal district-owned device that they will use while at home	All students will have their personal district-owned device that they will use while at home	All students will have their personal district-owned device that they will use while at home



Attendance & Chronic Absenteeism

<p>New York State Requirements & Non-Negotiables</p>	<ol style="list-style-type: none">1. Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.2. Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required;3. Attendance must be reported by any reporting entity that is required to take attendance;4. Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved homeschooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;5. Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.6. Describe the way attendance is reported to the home school district.
<p>District Actions</p>	<p>All students are assigned classes through our Student Management system, eSchoolData. Teachers can view their students in eSchoolData and will take attendance accordingly. This will allow the District to keep all attendance state reportable and meet any mandates. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of building level parent letters/newsletter, robocalls and email. While there is no one-size-fits all approach to addressing chronic absenteeism, Warwick Valley is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.</p>



Warwick Valley addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement in one central, secure location with a tool that allows you to quickly see how these data points impact student behavior.

2. Early Identification and Intervention

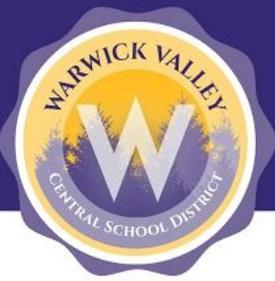
- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age-appropriate

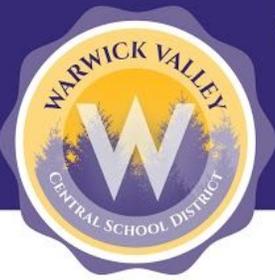
COVID Positive Test

If a student or employee tests positive for COVID-19, we will uphold their right to privacy and confidentiality to the greatest extent possible, while also supporting any contact investigation by the Orange County Health Department (OCHD). We will determine the level of closure in consultation with the OCHD, as well. "Cohorting" practices (the amount of intermingling among groups) will dictate whether a classroom, grade level, wing of a school building, or entire school will close. Those in



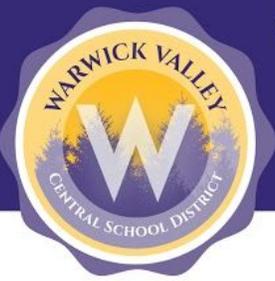
	close contact with the individual who tested positive will then receive instructions from the OCHD regarding testing, quarantine, and a timeline for returning to school in-person. Distance learning will ensue for all who are not able to be physically present at school and are well enough to participate. If too unwell to participate in distance learning, staff and students would utilize benefit time or receive an excused absence, respectively		
	Grades 1-4	Grades 5-8	Grades 9-12
	Daily Attendance will be taken by the Homeroom Teacher in eSchoolData. Students in this grade level spend the majority of their day with their Homeroom Teacher.	Period by Period Attendance will be taken at the beginning of each class and recorded in eSchoolData.	Period by Period Attendance will be taken at the beginning of each class and recorded in eSchoolData.

Remote Learning Only	All Grades	All students are assigned classes through our SMS, eSchool Data. Teachers can view their students in their eSchoolData Gradebook and will take attendance accordingly.		
	Kindergarten	Grades 1-4	Grades 5-8	Grades 9-12
	Daily Attendance will be taken by the Homeroom Teacher in eSchoolData. Students in this grade level spend the majority of their day virtually with their Homeroom Teacher.	Daily Attendance will be taken by the Homeroom Teacher in eSchoolData. Students in this grade level spend the majority of their day with their Homeroom Teacher.	Period by Period Attendance will be taken at the beginning of each class and recorded in eSchoolData.	Period by Period Attendance will be taken at the beginning of each class and recorded in eSchoolData.

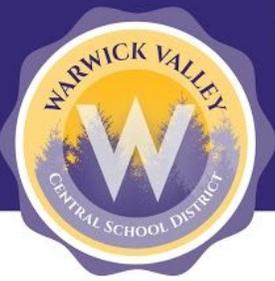


ENL & World Languages

<p>New York State Requirements & Non-Negotiables</p>	<ol style="list-style-type: none">1. Qualifying schools that reopen using in-person or hybrid instruction will be required to 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.2. After this 20day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.3. Provision of required instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.4. Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process Provide all communications for parents/guardians of ELLs in their preferred language and mode of communication
<p>District Actions</p>	<p>1-3. Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using in-person or hybrid instruction we 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. After this 20 day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154. will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The district also has access to the OUBOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based.</p> <p>4. Regular communication with the parents/Guardians of ELL children will be maintained. The District utilizes a service provided by the local BOCES to translate communication into different languages by an official translator. For Parent teacher conferences, the District also utilizes the service so they can communicate with teachers in their preferred language.</p>

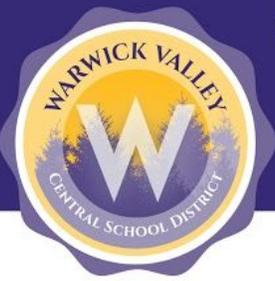


	Grades 2-6	Grades 7-8	Grades 9-12
	<ul style="list-style-type: none"> • A blended learning model for ENL focusing on the 4 modalities: reading, writing, listening, and speaking. • Incorporating technology for reinforcement, using applications and online resources such as Google Suites, Edpuzzle, Quizlet, Screencastify, Flipgrid, BrainPop/BrainPop ESL, Reading A-Z, Tumble Books, Sora, Nearpod, Readworks, NEWSELA, etc. • Providing a plethora of authentic materials: videos, infographics, articles, texts, and photographs/visual 	<ul style="list-style-type: none"> • A blended learning model for ENL focusing on the 4 modalities: reading, writing, listening, and speaking. • Incorporating technology for reinforcement, using applications and online resources such as Google Suites, Edpuzzle, Quizlet, Screencastify, Flipgrid, BrainPop/BrainPop ESL, Reading A-Z, Tumble Books, Sora, Nearpod, Readworks, NEWSELA, etc. • Providing a plethora of authentic materials: videos, infographics, articles, texts, and photographs/visual representations. • A variety of formative assessments showing the ongoing progress of students. <p><u>World Languages</u></p> <ul style="list-style-type: none"> • <i>A blended learning model for world language courses</i> 	<ul style="list-style-type: none"> • A blended learning model for ENL focusing on the 4 modalities: reading, writing, listening, and speaking. • Incorporating technology for reinforcement, using applications and online resources such as Google Suites, Edpuzzle, Quizlet, Screencastify, Flipgrid, BrainPop/BrainPop ESL, Reading A-Z, Tumble Books, Sora, Nearpod, Readworks, NEWSELA, etc. • Providing a plethora of authentic materials: videos, infographics, articles, texts, and photographs/visual representations. • A variety of formative assessments showing the ongoing progress of students. <p><u>World Languages</u></p> <ul style="list-style-type: none"> • A blended learning model for world language courses focusing on ACTFL's 3 Modes of Communication and Proficiency Guidelines. • Incorporating technology for reinforcement, using applications and online resources such as Google Suites, Extempore, Edpuzzle, Integrated Performance Assessments (IPAs), Quizlet, Screencastify, Conjuguemos and Flipgrid. • Providing a plethora of authentic materials: videos, infographics, articles, text excerpts, photographs in target language. • A variety of assessments: traditional, paper-based assessments (in-class); digital quizzes; oral recordings; essays; projects/presentations

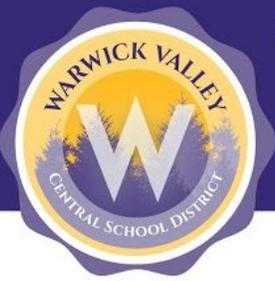


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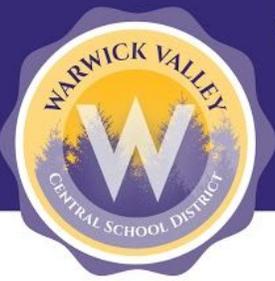
<p>Remote Learning Only</p>	<p>1-4. Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using remote learning model we will complete the ELL identification process within 30 school days of the start of the school year for all students 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 using Web conferencing. Based on HLQ remote interviews will be conducted in order to identify possible ELL. If further assessment is needed after the initial interview, the ENL teacher or the registrar will contact the family to make an appointment to administer NYSITELL.</p>
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	Grades 2-6	Grades 7-8	Grades 9-12
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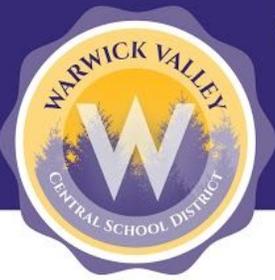


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Attendance & Chronic Absenteeism

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Warwick Valley addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

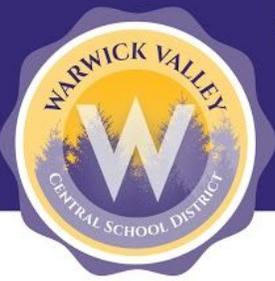
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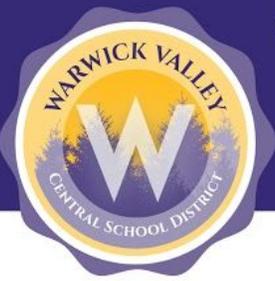
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- Use goal-based incentives/rewards to motivate attendance and positive behaviors where age-appropriate



	<p><u>COVID Positive test</u></p> <p>If a student or employee tests positive for COVID-19, we will uphold their right to privacy and confidentiality to the greatest extent possible, while also supporting any contact investigation by the Orange County Health Department (OCHD). We will determine the level of closure in consultation with the OCHD, as well. “Cohorting” practices (the amount of intermingling among groups) will dictate whether a classroom, grade level, wing of a school building, or entire school will close. Those in close contact with the individual who tested positive will then receive instructions from the OCHD regarding testing, quarantine, and a timeline for returning to school in-person. Distance learning will ensue for all who are not able to be physically present at school and are well enough to participate. If too unwell to participate in distance learning, staff and students would utilize benefit time or receive an excused absence, respectively.</p>		
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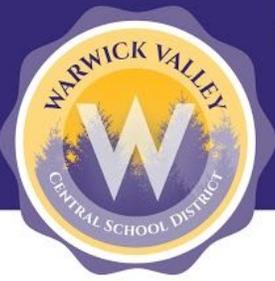
Remote Learning Only	All Grades	All students are assigned classes through our SMS, eSchool Data. Teachers can view their students in their eSchoolData Gradebook and will take attendance accordingly.		
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	of their day virtually with their Homeroom Teacher.	majority of their day with their Homeroom Teacher.		
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Social-Emotional Well Being

<p>New York State Requirements & Non-Negotiables</p>	<ol style="list-style-type: none"> 1. A district-wide and building-level comprehensive developmental school counseling program plan has been developed under the direction of certified school counselors and has been reviewed and updated to meet current needs. 2. Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan. 3. Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. 4. Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.
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District
Actions

1. Warwick Valley does have a school counseling plan and files it with the state every year. The District is reviewing the plan and has made revisions based on the current pandemic. Some areas that are being redone and thought of in a new way are:

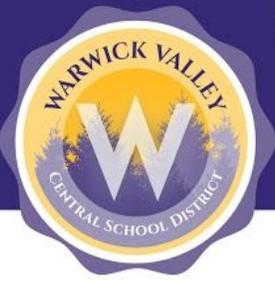
- Study Skills
- College and Career services
- Trauma support due to the current pandemic
- Coping skills
- Self Care
- Transition aid: Helping students transition from building to building including incoming 9th graders from Greenwood Lake that choose to come to Warwick.
- Post High School Planning
- NCAA eligibility: helping with new rules and changes in eligibility requirements.
- Wildcat Ambassador Program(Peer Leader Program)-Student Leaders will receive training in order to mentor incoming fifth graders and new students to the district. The students will meet with our new students on a monthly basis to aid in the transition to Middle School.

2. The School District has a “School Counselor Advisory Council”. This council meets monthly and is made up of counselors, board members, community members, district and school leaders, and students. The District will continue to meet with the Council to garner ideas in the area of SEL.

3 & 4. The District will plan for experiences that ensure that our schools place adult and student wellness first by establishing a positive, safe, and supportive environment.

The District will continue to support families with resources and maintain a referral process for mental health, behavioral, and emotional support.

- Strategies will be identified to engage populations and specific students that have been disengaged.
- Develop strategies designed to help children and adults in the school community to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



The District will continue with its mindfulness initiative at all grade levels and expand it more into classrooms and with parent support as well.

The District will also weave in opportunities for students to practice and reflect upon social and emotional competencies throughout the day.

The District will provide faculty, students and families with opportunities to:

- Understand the neurological and physiological basis for creating internal and environmental conditions of safety and connection.
- Utilize a brain-aligned approach to meet students “where they are” socially and emotionally.

The District will provide faculty and students with opportunities to:

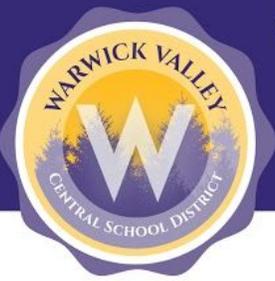
- Explore mindfulness tools designed to help students develop SEL competencies through breathing, movement, and focused-attention activities.
- Establish a schedule to offer students frequent opportunities to self-regulate, reduce stress and manage their emotions
- Implement frequent movement breaks designed to establish calm, internal states to support students’ ability to remain focused, engaged, and ready to learn.
- Introduce self-reflection and inquiry as a basis for developing self-awareness and responsible decision-making
- Create frequent “check-ins” for educators and students to acknowledge the brain and body states.
- Infuse empathy and compassion building practices into daily habits

The District will provide faculty, parents, and caregivers with opportunities to:

- Cultivate their own self-care by developing inner awareness and the management of their physiological state.

The District will provide faculty with the resources to:

- Provide all students with brain and body strategies to regulate internal states and opportunities to practice



these strategies throughout the day.

- Provide students with consistent and reliable “touchpoints” with mental health clinicians

Faculty will be provided with training and the tools to help students develop:

Self-Awareness

Faculty and students will be able to:

- Non-judgmentally observing thoughts without being carried away by them
- Acknowledge their emotional state and feelings without becoming overwhelmed by them
- Understand the sensations that arise in the body with each thought and emotion
- Notice how their behavior can be influenced by their own thoughts and emotions

Responsible Decision Making

Faculty and students will be able to:

Enhance cognitive flexibility and creative capabilities

Appropriately prioritize demands while accessing time management skills

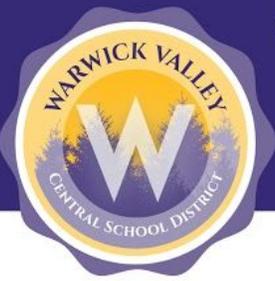
Engage organizational skills and working memory

Attune to the wisdom of the body to assist in making choices aligned with personal beliefs and values rather than “going with the crowd” to please

Relationship Skills

Faculty and students will be able to:

- Recognize and respect the perspective of others
- Developing skills of compassion, kindness and understanding
- Respond with awareness and thought rather than react with impulsivity
- Resolve conflict through authentic, clear communication

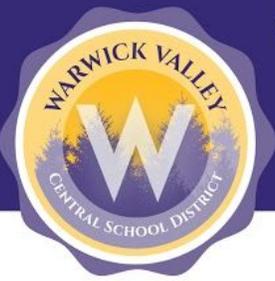


	<p>Social Awareness Faculty and students will be able to:</p> <ul style="list-style-type: none"> ● Develop acceptance and tolerance of others' differences and unique qualities ● Support others' ability to see their goodness and strengths ● Acknowledge the emotional states of others while maintaining your own ● Build a cooperative and compassionate community
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Human Resources

<p>New York State Requirements & Non-Negotiables</p>	<p>A. Certification, Incidental Teaching, and Substitute Teaching B. Teacher and Principal Evaluation System</p> <p>Among school-based factors, teaching and school leadership are the two greatest influences on student learning. As Warwick Valley CSD creates the reopening plan for the 2020-2021 school year, the district provides the following assurances:</p> <ol style="list-style-type: none"> 1. Ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; 2. Utilize incidental teaching when determining how to staff classrooms; 3. Employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment; 4. Work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; 5. Update and implement APPR plans to ensure the plan considers in-person, remote, or a combination of the two types of delivery of instruction.
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<p>District Actions</p>	<p>1- 4. All teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulation (e.g., incidental teacher) or Education Law. Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. The District will continue to review the SIRS 329 Staff Certifications report, which is available in COGNOS for authorized users, to ensure that</p>
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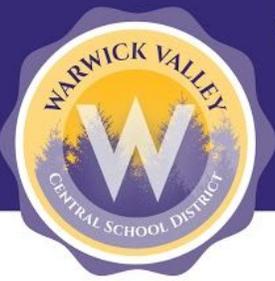
teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district.

5. The District's reopening plan ensures that all teachers and principals are evaluated pursuant to the approved APPR plan. The District will continue to implement the NYS approved APPR plan for the 2020-2021 school year. In the case of remote learning, the appropriate procedure for conducting formal observations of teaching staff will be modified. The District will convene the APPR committee to review the APPR plan and make any necessary adjustments. The District will collaborate with the Warwick Valley CSD Teachers Association and the Warwick Valley CSD Administrators Association to ensure that all teachers and principals are evaluated pursuant to the districts APPR plan.

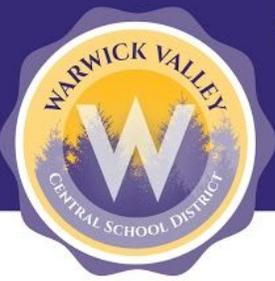
Teaching & Learning

New York State
Requirements &
Non-Negotiables

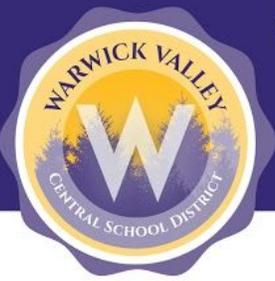
1. A continuity of learning plan has been developed for the 2020-21 school year. This plan considers in-person, remote, and hybrid models of instruction.
2. Instruction is being aligned with the outcomes in the New York State Learning Standards.
3. Equity is at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with state standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
4. Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in-person, remote or hybrid).
5. Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone)



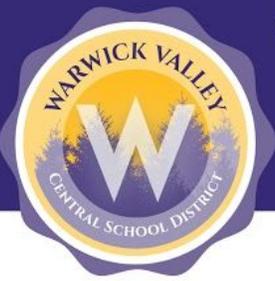
District Actions Hybrid Learning Model	All Grades	<p>2. The 2020-21 curriculum will address the gaps that may have occurred during the extended school closure, by identifying the key standards and skills that students must know and be able to demonstrate understanding in order to be successful with the new learning expected. Pacing and key instructional strategies will be identified within the curriculum. These instructional strategies will be used during in-person learning and distance learning.</p> <p>1-4 Are all addressed in the bullets provided below. All plans were developed with several stakeholders involved. This includes teachers, administrators, and community members.</p> <p>5. The District has created a microsite for its plan. The Web site has a translation tool as part of its overall functionality. WVCSD will also provide updates on the Districts' Facebook page and other social media outlets</p>			
	Kindergarten-2	Grades 3-4	Grades 5-6	Grades 7-12	
	<ul style="list-style-type: none"> All K-2 students will attend school in person each day of the week (Monday-Friday). Students will receive primary instruction from a certified teacher, will work with additional staff in small group settings, and participate in special area classes. All instruction will target the pertinent NYS Learning Standards through lessons, planned activities, projects, and other assignments. 	<ul style="list-style-type: none"> All 3-4 students will attend school in person each day of the week (Monday-Friday). Students will receive primary instruction from a certified teacher, will work with additional staff in small group settings, and participate in special area classes. All instruction will target the pertinent NYS Learning Standards through lessons, planned activities, projects, and other assignments. 	<ul style="list-style-type: none"> Students in grades 5&6 will attend school in person as of April 6th in an 8-period model each day of the week (Monday-Friday). Students will receive primary instruction from a certified teacher. Students will also have the opportunity to participate in the full complement of unified arts offerings. Students learning remotely will have access to a 	<ul style="list-style-type: none"> The secondary level will offer hybrid instruction starting in a 4-period model (Monday-Friday). Students learning remotely will receive instruction on each day of the week via the live or remote platform depending on their cohort. All instruction will adhere to the NYS Learning Standards through lessons. Each day will allow time for students to conference with their teacher. 	



	<ul style="list-style-type: none"> All families will receive a handbook outlining the district's academic program including electing an option for full remote learning. Students and their families will have full time access to email, Google Classroom, parent and student, and the Help Desk for all technology issues. 	<p>activities, projects, and other assignments.</p> <ul style="list-style-type: none"> All families will receive a handbook outlining the district's academic program including electing an option for full remote learning. Students and their families will have full time access to email, Google Classroom, parent and student, and the Help Desk for all technology issues. 	<p>certified teacher that will assist them in completing their remote learning assignments. This teacher will pre teach, reteach and reinforce the skills taught by the in-person teacher.</p> <ul style="list-style-type: none"> All instruction will target the pertinent NYS Learning Standards. All families will receive a handbook outlining the district's academic program including electing an option for full remote learning. Students and their families will have full time access to email, Google Classroom, parent and student, and the Help Desk for all technology issues. 	<ul style="list-style-type: none"> All classes will be taught by a certified teacher. All families will be provided with a handbook that outlines the hybrid instructional model. Students and their families will have full time access to email, Google Classroom, parent and student portals, and the Help Desk for all technology issues.
<p>District Actions</p> <p>Distance Learning Academy</p>	<p>All Grades</p>	<p>2. The 2020-21 curriculum will address the gaps that may have occurred during the extended school closure, by identifying the key standards and skills that students must know and be able to demonstrate understanding in order to be successful with the new learning expected. Pacing and key instructional strategies will be identified within the curriculum. These instructional strategies will be used during in-person learning and distance learning.</p>		



	1-5 Are all addressed in the Student Handbook . Some detail is provided below.			
	Kindergarten-2	Grades 3-4	Grades 5-6	Grades 7-12
	<ul style="list-style-type: none"> Students may choose to learn remotely on a full time basis through our Distance Learning Academy. These students will receive synchronous and asynchronous instruction from a certified teacher every day of the school week. All instruction will target the pertinent NYS Learning Standards through lessons, planned activities, projects, and other assignments. Each day will allow time for students to conference with their teacher. All families will be provided with a handbook that will outline the district's Distance Learning Plan. Students and 	<ul style="list-style-type: none"> Students may choose to learn remotely on a full time basis through our Distance Learning Academy. These students will receive synchronous and asynchronous instruction from a certified teacher every day of the school week. All instruction will target the pertinent NYS Learning Standards through lessons, planned activities, projects, and other assignments. Each day will allow time for students to conference with their teacher. All families will be provided with a handbook that will outline the district's Distance Learning Plan. Students and their families will have 	<ul style="list-style-type: none"> Students may choose to learn remotely on a full time basis through our Distance Learning Academy. Synchronous and asynchronous instruction will be provided from a certified teacher every day of the school week. All instruction will target the pertinent NYS Learning Standards. Students will be provided time on a daily basis to confer with their teacher. All families will be provided with a handbook that will outline the district's Distance Learning Plan. Students and their families will have full time access to email, Google 	<ul style="list-style-type: none"> Students who choose to learn in a full time remote platform will receive virtual synchronous instruction by joining their class remotely each day. All instruction will adhere to the NYS Learning Standards through lessons, planned activities, projects, and all assignments. Each day will allow time for students to conference with their teacher. All classes will be taught by a certified teacher. All families will be provided with a handbook that outlines the hybrid instructional model. Students and their families will have full time access to email,

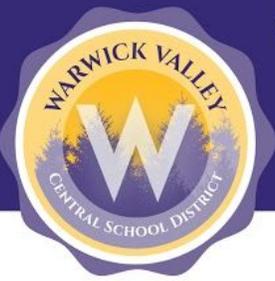


	<p>their families will have full time access to email, Google Classroom, and Help Desk for all technology issues.</p>	<p>full time access to email, Google Classroom, and Help Desk for all technology issues.</p>	<p>Classroom, and Help Desk for all technology issues.</p>	<p>Google Classroom, parent and student grading portals, and help desk for all technology issues.</p>
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School Schedules

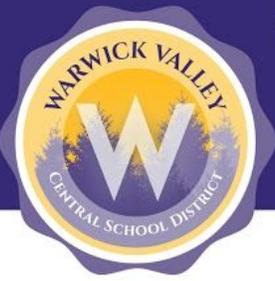
<p>New York State Recommendations & Non-negotiables</p>	<ol style="list-style-type: none"> 1. Work to create schedules that enable cohorting and grouping of students for contact tracing and containment purposes in case of an infection. 2. Work to create rolling arrivals and departures to minimize gatherings that would be a social distancing challenge for students and adults. 3. Work to create schedules that accommodate the needs of students in most need of assistance and special programming concerns.
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<p>District Actions</p>	<p>All Grades</p>	<p>1. The School District has made a model that allows for cohorting of students, especially in grades K-6 and all classes will have around half as many students as they usually have.</p>		
	<p>Daily (M-F)</p> <p>K-2: 8:55 am-2:55 pm</p>	<p>Daily M-F</p> <p>Grades 3-4 8:55 a.m.-2:55 p.m</p>	<p>Daily M-F</p> <p>Grades 5-6 7:40 a.m.-1:40 p.m.</p>	<p>Grades 7-12 7:40 a.m.-1:40 p.m.</p>
	<ul style="list-style-type: none"> • All of the district's kindergarten, first and second-grade students 	<p>All of the district's third and fourth grade students will attend school daily</p>	<ul style="list-style-type: none"> • All of the district's fifth and sixth grade students will attend school daily • The schedule has been modified to decrease the 	<ul style="list-style-type: none"> • All of the district's seventh through 12th grade students will attend school 5 days a week. <p>The aforementioned new guidance requires schools in counties with a high risk of transmission (e.g., Orange County) to maintain a physical distance of at least 6 feet in grades 7-12 unless students are in a cohort.</p>

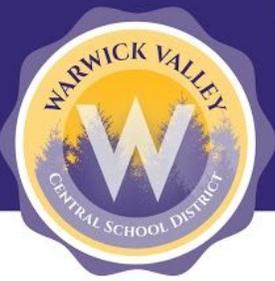


	<p>will attend school daily.</p> <ul style="list-style-type: none"> We have modified our schedule in order to limit the amount of movement between classes during the school day. 	<ul style="list-style-type: none"> We have modified our schedule in order to limit the amount of movement between classes during the school day. 	<p>number of transitions occurring during the school day. When possible specialty teachers will travel to the classroom to work with students. Students will not leave their assigned classroom.</p> <ul style="list-style-type: none"> Lunch will be delivered to students in their classroom to eliminate group gatherings in the cafeteria and on the lunch line. 	<p>Since the publication of this new guidance, health officials have confirmed that our instructional approach in grades 7-12 meets this requirement because we offer fewer daily classes (four) at a longer duration (75-minute periods). The guidance also states that ultimately, the District's decision to move to shorter physical distances in grades 7-12 will come down to a local community's risk tolerance based on its unique circumstances.</p> <p>Bus arrivals and departures will be rolling and staggered.</p> <ul style="list-style-type: none"> The schedule will accommodate students who are enrolled in an off site vocational studies program, as the schedules between buildings are aligned for alternating day cohesiveness
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Distance Learning Academy	All Grades			
	Kindergarten-2	Grades 3-4	Grades 5-6	Grades 7-12
	<ul style="list-style-type: none"> All families will receive a handbook outlining the district's academic program including electing an option for full remote learning. 	<ul style="list-style-type: none"> All families will receive a handbook outlining the district's academic program including electing an option for full remote learning. 	<ul style="list-style-type: none"> All families will receive a handbook outlining the district's academic program including electing an option for full remote learning. 	<p>No transportation is necessary, nor will be provided to students who choose full time remote learning. All remote learning will follow the same schedule as the hybrid model.</p>



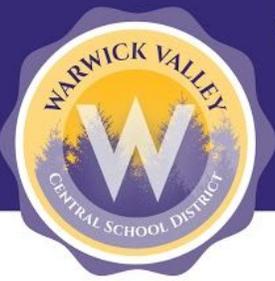
	<ul style="list-style-type: none">• Our district's Distance Learning Plan for grades K-2 will include the following scheduled components:<ul style="list-style-type: none">○ daily morning meeting with the teacher or other staff○ daily synchronous and asynchronous instruction from a certified teacher○ daily instruction from our special area teachers○ small group conferences with the teacher• No transportation is necessary, nor will be provided to students who choose full time remote learning.	<ul style="list-style-type: none">• Our district's Distance Learning Plan for grades 3-4 will include the following components:<ul style="list-style-type: none">○ daily morning meeting with the teacher or other staff○ daily synchronous and asynchronous instruction from a certified teacher○ daily instruction from our special area teachers○ small group conferences with the teacher• No transportation is necessary, nor will be provided to students who choose full time remote learning.	<ul style="list-style-type: none">• Our district's Distance Learning Plan for grades 5-6 will include the following components:<ul style="list-style-type: none">○ Daily morning meeting with the teacher or other staff○ Daily synchronous and asynchronous instruction from a certified teacher○ Daily instruction from our special area teachers○ Small group conferences with the teacher.• No transportation is necessary, nor will be provided to students who choose full time remote learning.	<ul style="list-style-type: none">• Please see a sample schedule below
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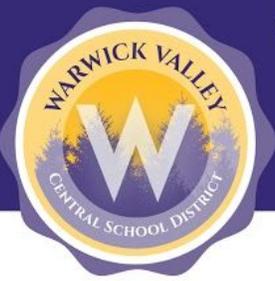
Daily Schedule/Delivery of Instruction (Grades 7-12)

Each student will be scheduled for a maximum of eight classes. Classes will meet on an alternating day schedule as indicated below. A 40-minute meal break will be provided for all students in the middle of the school day. Attendance is required and will be documented. Each class period will be 75-minutes in length, approximately 30 minutes but no more than 40 minutes of the class period will consist of direct instruction with the remainder of the class consisting of time to ask questions and clarify understanding. The teacher may divide up the direct instruction or have the direct instruction at the beginning of the class. Teachers are expected to provide instruction for each class that they teach using Google Meet.

Time	HYBRID SCHEDULE							
	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
	A	B	C	D	E	F	G	H
7:15 - 7:40	STAGGERED/ROLLING ARRIVAL OF STUDENTS THROUGH ASSIGNED ENTRANCES							
7:40 - 8:55	1	1	3	3	1	1	3	3
9:00 - 10:20	2	2	4	4	2	2	4	4
10:20 - 11:00	LUNCH							
11:05 - 12:20	5	5	7	7	5	5	7	7
12:25 - 1:40	6	6	8	8	6	6	8	8
1:40 - 2:00	STAGGERED DISMISSAL OF STUDENTS BY SPECIFIC CLASSROOMS							
2:00 - 2:25	OFFICE HOURS							



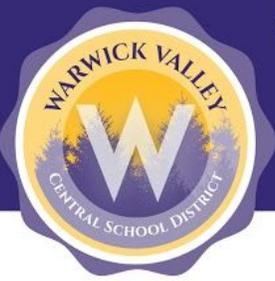
PIVOT TO ONLINE DUE TO SCHOOL CLOSURE-Also Schedule for 5 days a week starting April 6								
	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
Time	A	B	C	D	E	F	G	H
7:15 - 7:40								
7:40 - 8:55	1		3		1		3	
9:00 - 10:20	2		4		2		4	
10:20 - 11:00	LUNCH							
11:05 - 12:20	5		7		5		7	
12:25 - 1:40	6		8		6		8	
1:40 - 2:25	OFFICE HOURS							



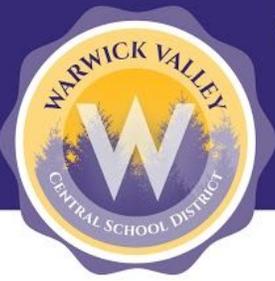
Special Education

<p>Requirements & Non-Negotiables</p>	<ol style="list-style-type: none"> 1. Plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. 2. Plan must address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. 3. Plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. 4. Plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. 5. Plan must address how it will document the programs and services offered and provided to students with disabilities
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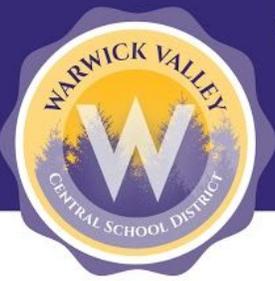
<p>District Actions</p>	<p>All Grades</p>	<p>The reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist. Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.</p>
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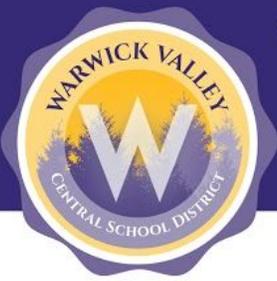
		<p>While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). Warwick will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (eg. Related Services Log). The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.</p> <p>Warwick is committed to providing meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members of to ensure that they are engaged in their children’s education during the reopening process</p> <p>Warwick will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. Warwick will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.</p> <p>Additional PPE for staff caring for such students will be provided on a case-by-case basis. Staffing assignments will be examined to provide the lowest teacher-to-student ratios possible.</p>			
	Kindergarten-2	Grades 3-4	Grades 5-8	Grades 9-12	
	<ul style="list-style-type: none"> All Students with Disabilities will be provided with in-person instruction on a daily basis. 	<ul style="list-style-type: none"> Third and Fourth Grade students recommended by the CSE team to receive their instruction in a full-day 	<ul style="list-style-type: none"> Students with Disabilities will be provided with in-person or remote 	<ul style="list-style-type: none"> Students will be provided with in-person or remote instruction on a daily basis. Students that 	



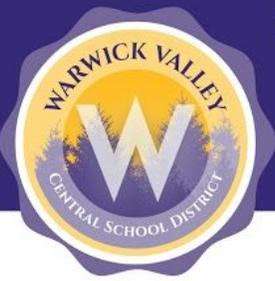
	<ul style="list-style-type: none">• Families will be kept informed through email, parent portal and regular communication to/from each student's caseworker and teachers.• All student learning accommodations and modifications that were suggested and finalized by the CSE will be honored and provided.• Students will be provided with the necessary assistive technology devices necessary to allow them access to the curriculum in their coursework, as noted in their IEP.• Instructional aids will continue to assist students in order to increase interaction and communication between the teacher and student.	<p>self-contained setting will be provided with in-person instruction on a daily basis.</p> <ul style="list-style-type: none">• Families will be kept informed through email, parent portal and regular communication to/from each student's caseworker and teachers.• All student learning accommodations and modifications that were suggested and finalized by the CSE will be honored and provided.• Students will be provided with the necessary assistive technology devices necessary to allow them access to the curriculum in their coursework, as noted in their IEP.• Instructional aids will continue to assist students in order to increase interaction and communication between the teacher and student.	<p>instruction on a daily basis.</p> <ul style="list-style-type: none">• Families will be kept informed through email, parent portal and regular communication to/from each student's caseworker and teachers.• All student learning accommodations and modifications that were suggested and finalized by the CSE will be honored and provided to the best of our ability.• Students will be provided with the necessary assistive technology devices necessary to allow them access to the curriculum in their coursework, as noted in their IEP.• Instructional aids will continue to assist students in order to increase interaction and communication between the teacher and student.	<p>are considered most vulnerable will receive live, in-person instruction daily.</p> <ul style="list-style-type: none">• Families are kept informed through email, parent portal and regular communication to/from each student's caseworker and teachers.• All student learning accommodations and modifications that were suggested and finalized by the CSE will be honored and provided.• Each student will be provided with the necessary technological devices in order to allow them access to the curriculum in their coursework.• All curricular assignments, conferencing, will be managed and documented through Google Classroom, Google Meets and email.
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Distance Learning Academy	Kindergarten-2	Grades 3-4	Grades 5-8	Grades 9-12
	<ul style="list-style-type: none"> Students with Disabilities will be provided with remote instruction on a daily basis. Instruction will occur 'live' through the 'GoogleMeet' platform. Families will be kept informed through email, parent portal and regular communication to/from each student's caseworker and teachers. All student learning accommodations and modifications that were suggested and finalized by the CSE will be honored and provided. Students will be provided with the necessary assistive technology devices necessary to allow them access to the curriculum in their 	<ul style="list-style-type: none"> Students with Disabilities will be provided with remote instruction on a daily basis. Instruction will occur 'live' through the 'GoogleMeet' platform. Families will be kept informed through email, parent portal and regular communication to/from each student's caseworker and teachers. All student learning accommodations and modifications that were suggested and finalized by the CSE will be honored and provided. Students will be provided with the necessary assistive technology devices necessary to allow them access to the curriculum in their 	<ul style="list-style-type: none"> Students with Disabilities will be provided with remote instruction on a daily basis. Instruction will occur 'live' through the 'GoogleMeet' platform.. Class sizes will adhere to requirements outlined by the IEP. Families will be kept informed through email, parent portal and regular communication to/from each student's caseworker and teachers. All student learning accommodations and modifications that were suggested and finalized by the CSE will be honored and provided to the best of our ability. Students will be provided with the 	<ul style="list-style-type: none"> Students with Disabilities will be provided with remote instruction on a daily basis. Instruction will occur 'live' through the 'GoogleMeet' platform. Families will be kept informed through email, parent portal and regular communication to/from each student's caseworker and teachers. All student learning accommodations and modifications that were suggested and finalized by the CSE will be honored and provided. Students will be provided with the necessary assistive technology devices necessary to allow them access to the curriculum in their



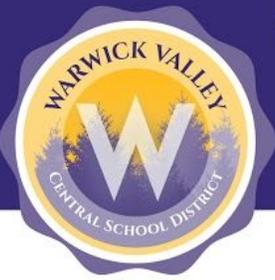
	<p>coursework, as noted in their IEP.</p> <ul style="list-style-type: none">• Instructional aids will continue to assist students in order to increase interaction and communication between the teacher and student.	<p>coursework, as noted in their IEP.</p> <ul style="list-style-type: none">• Instructional aids will continue to assist students in order to increase interaction and communication between the teacher and student.	<p>necessary assistive technology devices necessary to allow them access to the curriculum in their coursework, as noted in their IEP.</p>	<p>coursework, as noted in their IEP.</p> <ul style="list-style-type: none">• Instructional aids will continue to assist students in order to increase interaction and communication between the teacher and student.
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Facilities

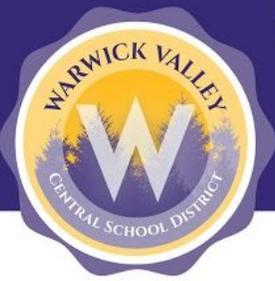
New York State Requirements & Non-Negotiables

1. **General Health and Safety Assurances:** School districts or other applicable schools, must follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of the NYSED Re-Opening Guidance. The Facilities portion of the district's or other applicable school's reopening plan will seek assurance that school districts or other applicable schools will meet all requirements associated with building space related changes that they may elect to make.
2. **Fire Code Compliance:** Changes or additions to facilities require review by the Office of Facilities Planning (OFP) since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. In their plans, districts or other applicable schools will provide assurances that, should alterations be made, districts and other applicable schools will submit the proposed changes to the OFP for review and approval - just as with any other project.
3. **Doorways:** Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged. Fortunately, they need not be touched during normal use.
4. **Emergency Drills:** Districts or other applicable schools shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (Evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code, and they must be conducted without exceptions. 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. 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.
5. **Inspections:** Statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. These deadlines must be met.
6. **Lead Testing:** At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing - DOH requires lead-in-water testing to be conducted when the building is "normally occupied." Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of "normally occupied operation" for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.
7. **Alterations Mandatory Requirements:** If districts/schools expect to make space alterations to the physical space or the building, these items will be required: If alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions are made, the change must be



submitted to OFP, the local municipality and/or code enforcement officials for review. Means of egress, fire alarm system, ventilation, and lighting may be affected and must be indicated on all submitted plans. Consult your architect and submit floor plans to OFP for approval. COVID-19 Projects shall be indicated as “COVID-19 Reopening” when submitted to the OFP. This will allow NYSED to expedite those reviews. The installation of movable partitions (gym, cafeteria, Library classroom dividers) and queue barricades shall require an abbreviated submission consistent with the Form FP-AU Request for Approval of Use of a Facility. Use of Cafeterias, Libraries, Auditoriums and Gymnasiums: A floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

8. Space Expansion Mandatory Requirements: If districts or other applicable schools choose to expand their square footage in order to enable improved social distancing (e.g. building additions, lease space, transportable classroom units or spaces such as tents), the following requirements apply for all spaces to be occupied by school district staff and students:
 - a. Code Review - Per statute, NYSED’s Office of Facilities Planning must review and approve the above types of projects to ensure that the proposed spaces meet the fire code. Off Site Lease Requirements: For offsite facilities, the district or other applicable schools must contact their project manager at NYSED Office of Facilities Planning (OFP) and submit a Temporary Quarters (TQ) Project submission. To ensure that these sites meet all requirements, TQ submissions require submission of OFP Form FP_AU-Request for Approval of Use of a Facility, architectural quality floor plan, site plan, AHERA Plan, Fire Safety Report, Confirmation of Americans with Disabilities Act compliance, Local Code Authority Certificate of Occupancy, and Approval of use of space. Please note – if a Change of Occupancy in the Existing Building Code applies (e.g. office or B-occupancy to E-occupancy), code requirements such as rescue windows, accessibility, fire protection systems such as sprinkler or emergency voice alarm communication systems, and ventilation may make it infeasible. Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 Reopening” when required materials are submitted to OFP for review. Consult with OFP for a preliminary evaluation of all facilities under consideration for leasing. All leased facilities must be submitted to OFP for review and approval.
9. Tents for Additional Space: If tents are used as alternate spaces, Mandatory Requirements apply. Tents, both temporary and permanent, are regulated by code and must be submitted for a building permit. Temporary structures and tents are those erected for 180 days or less. The Building Code Section 3103.1 indicates, “tents and membrane structures erected for a period of less than 180 days shall comply with the Fire Code of NYS.” The Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for



permanent tents. They include requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction, and use. Permanent tents are considered a membrane structure and are regulated by Building Code Section 3102 and other applicable sections. Districts or other applicable schools must consult their design professional to prepare submission drawings for approval by OFP. The following information must be shown on the drawings: Dimensions, minimum separation distance to other structures, tent sides (yes) (no), duration of use, type of use/activity, anchorage, number of exits, width of each exit, table/chair/contents, layout, fire extinguisher location, occupant load, heating or cooking equipment, utilities, exit signs, and NFPA 701 testing/label/certification. If the tent is used for E-occupancy, consult with local municipalities and/or code enforcers provide code-compliant design for mechanical heat and ventilation, lighting, emergency lighting, power, fire alarm, plumbing, etc., as required. Districts or other applicable schools must consult their architect and submit to OFP for approval. The district or other applicable school must provide an architectural quality floor plan, which clearly indicates existing and proposed use of space showing the furniture layout with egress aisles. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

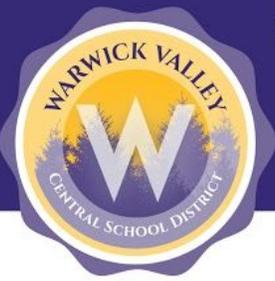
10. Plumbing Facilities and Fixtures: The number of toilet and sink fixtures must meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional should be consulted prior to any modifications to layouts or number of fixtures. All temporary facilities must be approved through the Office of Facilities Planning.
11. Ventilation: Maintain adequate, code required ventilation (natural or mechanical) as designed.

1. Classroom

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

Restrooms & Locker Rooms

- Clean and disinfect toilets, sinks and shower areas ● Clean and disinfect high touch surfaces (but not limited to): o Drinking Fountains o Door handles and push plates o Light switches o Handrails ● All trash receptacles emptied and trash removed from the room ● Floors full mopped ● Clean Doors and Partitions in Restrooms and Locker Rooms ● Walls are spot cleaned ● Check that



toilets, faucets, and drains are working • Check Sanitary Napkin Boxes • Clean Exterior of Dispensers • Restock all toilet paper and soap products • Clean Baseboards - Weekly • Clean Light Fixtures - Weekly • Replace Lights (Notify Custodian or Maintenance)

Common Areas (Hallways)

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

Medical Office

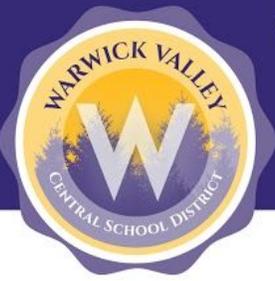
• Clean and disinfect health cots regularly (after each student use) • Discard or launder coverings after each use • Cover treatment tables and use pillow protectors • Clean and disinfect high touch surfaces (but not limited to):
○ Classroom desks and chairs ○ Door handles and push plates ○ Bathroom faucets ○ Light switches ○ Shared telephones ○ Shared desktops - Shared computer keyboards and mice • All trash receptacles emptied and trash removed from the room • Floors swept and dust mopped • Floors full mopped • Wipe clean: Tables, furniture and countertops • Window in the door is cleaned routinely • Walls are spot cleaned • Carpets are spot cleaned • Clean/Disinfect classroom sink and toilet area if applicable • Vacuum carpet daily if applicable • Restock all paper and soap products • Clean Baseboards – Weekly • Clean Light Fixtures – Weekly • Replace Lights (Notify Custodian or Maintenance)

Clerical/Admin Offices

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

Athletic Areas

• Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment • Disinfect mats and other high-use equipment at least daily • Clean and disinfect high touch surfaces:
○ Handles on equipment (e.g., athletic equipment) ○ Drinking fountains ○ Ice Machines ○ Door handles and push plates ○ Light switches ○ Shared telephones ○ Shared desktops • All trash receptacles emptied and trash removed from the room • Floors swept and dust mopped • Floors spot mopped or full mopped • Wipe clean: Tables, furniture and countertops • Window in the door is cleaned routinely • Walls are spot cleaned • Restock all paper and soap products • Clean Baseboards – Weekly • Clean Light Fixtures – Weekly • Replace Lights (Notify Custodian or Maintenance)



Restrooms

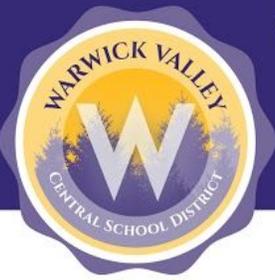
- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
 - o Sinks
 - o Faucets
 - o Soap dispensers
 - o Drinking Fountains
 - o Door handles and push plates
 - o Light switches
 - o Handrails
- All trash receptacles emptied and trash removed from room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Restock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Other Recommendations: Before/Afterschool Activities Before school activities are limited to day care provided overseen by the Department of Health. Before school co-curricular activities will not be scheduled until further notice in order to ensure classroom spaces maintain cleanliness prior to the arrival of student mass. After school activities will be cancelled until further notice. Licensed day care operations may continue until 6 PM. Buildings are closed to non-custodial staff from 6 PM to 5 AM for disinfecting cleaning to occur without disruption. Field Trips/Assemblies/Open Houses • Student assemblies are cancelled through November 1 • Athletic events/practices shall adhere to guidance from State • Performances where students can be social distanced shall be live streamed to parents • Field trips are to be limited to free virtual opportunities • School trips (co-curricular and clubs) are cancelled through at least January 1 • Wherever possible, in-school events will be changed to a virtual format Club Activities In-person activities cancelled until further notice. Students are encouraged to stay engaged in club activities using remote resources. Closure Considerations The building principal will recommend to the Superintendent of Schools closure of in-person activities under the following circumstances: 1. Infection rate 2. Absentee rate trend for students 3. Absenteeism of essential personnel to the extent that it creates a health and safety concern or prevents district from complying with mandates. At closure, the District will provide an exclusive remote learning program.

2. Fire Code Compliance: Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. In their plans, districts or other applicable schools will provide assurances that, should alterations be made, districts and other applicable schools will submit the proposed changes to the OFP for review and approval - just as with any other project. ** Note: The District is working with its Engineer to ensure that Pine Island Elementary School is compliant with Fire Code as the building was last used as a school approximately 10 years ago. Initial assessment indicates this action step will be accomplished before August 15, 2020. All other school buildings are currently compliant.

3. Doorways: Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged. Fortunately, they need not be touched during normal use. The District is compliant in all our buildings.

4. Emergency Drills: School Safety Drills Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. When planning drills, consideration will be given to how each building may modify their drill procedures to minimize



risk of spreading infection. Conducting drills is an important part of keeping Warwick Central School District Reopening Plan students and staff safe in an emergency, however, steps will be taken to minimize the risk of spreading infection while conducting drills. Students will 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. Modifications to evacuation drill protocols may include, but are not limited to: - Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. All students, regardless of hybrid model, will receive proper instruction in emergency procedures, and participate in drills while they are in attendance in-person. Modifications to Lockdown Drills may include, but are not limited to: - Conduct lockdown drill in classroom setting while maintaining social distancing and using masks. - Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however all students will receive instruction in emergency procedures and participate in drills while they are in attendance in-person; and - Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

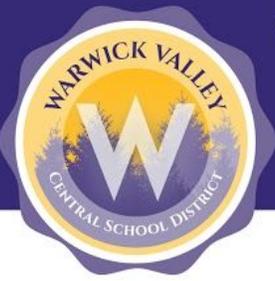
5. Inspections: Statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. These deadlines will all be met. Additionally, at the Pine Island ES, the local BOCES along with the District’s engineer, will ensure these inspections are completed prior to occupancy.

6. Lead Testing: At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of “normally occupied operation” for the purpose of lead-in-water testing is not permitted. The District will comply with the recommended procedures to the extent possible to provide clean and safe drinking water upon reopening. This approach may include the installation of portable cold water/drinking stations if needed.

7. Alterations Mandatory Requirements: If the District elects to use alternate spaces for supervisory or instructional purposes, the District will seek NYSED approval.

8. Space Expansion Mandatory Requirements: The District is working closely with NYSED and its Engineer to ensure all mandatory reopening procedures are adhered to at Pine Island ES.

9. Tents for Additional Space: The District will seek the appropriate approvals required for the installation of temporary outdoor classrooms/tents. The District’s engineer will be the liaison with NYSED.



10. Plumbing Facilities and Fixtures: The District's engineer is working with NYSED to ensure compliance at Pine Island ES. All other facilities meet code.

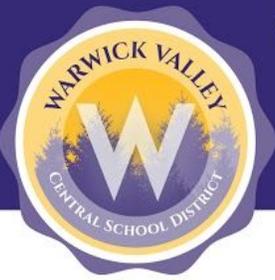
11. Ventilation: The district will increase the fresh air ventilation rate to the extent possible to aid in maintaining a healthy indoor air quality. The District will consider installing higher efficiency filters where feasible.

12. Other:

- Time Management: School leaders will manage time and schedules to reduce student use of the corridors. The traditional practice of changing classes between periods results in congested hallways and creates challenges to enforcing physical distancing.
- Leave Doors Open: Where appropriate, to reduce the spread of the virus from touching door levers and knobs, doors may be fixed in the open position. This is only permitted at doors without door closers and doors which are not fire rated.
- Plastic Separators: In offices and food service areas, light-transmitting plastics will be installed where social distance or mask requirements cannot be complied with or easily regulated.
- Alcohol-based Hand Rub Dispensers: An additional 30 dispensers ordered. The District assessed each building's capacity to provide adequate hand washing facilities and determined that adding Alcohol-based Hand Rub Dispensers is needed.
- Drinking Water Facilities: The District wishes to reduce the number of drinking fountains available, in order to facilitate frequent cleaning. Therefore, drinking fountains may be replaced with units with bottle fillers. Consideration will also be given to supplying students with bottled drinking water or water in disposable cups at specified locations.

Drills:

- The District will phase fire drills to reduce the congestion in the corridors
- Custodians will place tape on the floor or XDFOUR will provide floor signage to maintain social distancing.
- Staff will monitor the students at the entrance/ exit doors and staging areas to ensure the students maintain social distancing.
- Staff and Students will need to expand their staging areas into parking lots or on grass areas to obtain social distancing. Once
- the return to the building bell sounds, the staff will need to return to the building in a controlled manner, one class at a time to
- maintain the social distancing guidelines. Or, conduct the fire drill at the end of the day



Before and Aftercare programs:

If the District elects to continue with after-school childcare programming, the following will occur:

- Continue to adhere to all county, local requirements, Division of Childcare Services (<https://ocfs.ny.gov/programs/childcare/#COVID19>)
- All programs shall follow CDC guidelines:
- Fill out appropriate paperwork with the district
- Provide appropriate insurance to the district
- Provide total number of participants- This will determine the room that is needed to accommodate the group.
- Participants of the function, only, will be allowed in the building.
- Participants will enter the building through the building scanner to check their temperature. Anyone's temperature that is above 100 degrees will be asked to leave the building.
- Any participant that has symptoms of the COVID 19 virus shall not be allowed in the building
- Follow social distancing guidelines
- Face masks must be worn at all times.
- Once the activity is finished and participants have departed, the area that was used shall be disinfected by school personnel.
- A log of the names and contact information will be kept to assist with any contact tracing that may be needed.

Anchor Documents

- [New York State Education Department: Recovering, Rebuilding, And Renewing: The Spirit Of New York's Schools Reopening Guidance](#)
- [American Academy of Pediatrics: COVID-19 Planning Considerations: Guidance for School Re-entry](#)
- [Department of Health: COVID-19 Planning Considerations: Guidance for School Re-entry](#)
- [Centers for Disease Control and Prevention: Considerations for Schools](#)