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Waterloo Central School District School Re-Opening Plan

**RECOVERING, REBUILDING, AND RENEWING:
THE SPIRIT OF NEW YORK'S SCHOOLS**
REOPENING GUIDANCE



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Jean Shutter	Elementary Teacher
Cristi Kelley	English Teacher
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COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

Regular and frequent communication between schools, families, and the wider community has always been an essential element of effective family and community engagement. With the uncertainty surrounding COVID's spread and its impact on local communities, communication and family engagement will be more important than ever this year. When families, schools, and communities work together and keep each other informed, students are more successful, and everyone benefits.

- The Waterloo Central School District sent a survey to all families, staff, and students to engage the community in the process through the creation of fifteen subcommittees for our reopening plan. We also posted the message on the community message board on Route 96, so the greater community could engage in the reopening process through participation in the subcommittee work. Our District Physician and members of our Seneca County Health Department participated in the Health and Safety Committee. Union membership was involved in various committee work. One hundred-twenty community members, staff, students, board of education members, and parents participated in our subcommittee work. On March 27, 2021 the District sent a survey to all families, staff and students to determine interest in all students attending classes in-person for the remainder of the 2020-2021 school year.
- The District will provide updates and information to families via connect ed emails, Parent Square and calls. All information is posted to the district web page. The District has created a Waterloo Central School District Facebook page. The District will continue to use Twitter and will begin to use Instagram connected to the District Facebook page. The District will consider using text alerts. The District will create videos for students regarding face mask use and care, social distancing, and behavior in the building, on the bus, etc. District staff will be included in the creation of the videos for familiarity for students. The videos will occur in each school. The videos will include the use of masks, handwashing, and social distancing. The District PBIS Team will be involved in the production of the videos. Videos will be stored on the District YouTube page under a single playlist. The videos will be linked from the home page to the community resource tab. We will make the videos available to the community by the third week of August.
- Our District PBIS Team has developed a matrix for the proper wearing of face coverings, social distancing, hand hygiene and respiratory hygiene. Staff and students will receive training through beginning of the year instruction and periodic reminders, YouTube videos and direct instruction through the PBIS Matrix.
- The Waterloo CSD will require all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.”
- The District has created CDC and DOH guidance signage for all school buildings. Signage will be posted in all buildings at entrances, exits, bathrooms, hallways, and classrooms, where applicable. We will use vinyl floor stickers in hallways for social distancing. Looping messages and videos will be posted to all district televisions.



- All communications are provided to families in their primary language or language of choice. Our school website is ADA compliant through screen reading and color contrast meets compliance for color. External audio and/or video transmissions/communications can be transcribed.

Additional Considerations for Effective Communications and Family Engagement

- The District Learning Management System at the Primary Level has been updated to include multiple modes of communication and family engagement. The Learning Management System in grades 3-12 will continue to be utilized. The District will continue to communicate all updates regarding health and safety through email, connect ed messages, Parent Square, traditional mail, Facebook, building communications, teacher newsletters, weekly updates, and monthly newsletters.
- The District will continue to communicate all updates regarding health and safety through email, connect ed messages, Parent Square, traditional mail, Facebook, building communications, teacher newsletters, weekly updates, and monthly newsletters. The District will use our District website for information sharing. The District will dedicate a hotline number to leave questions for health and safety concerns with our District COVID- 19 Resource Coordinator. If staff, families, or students have issues with technology, directions to access the helpdesk will be available. We will make available language options for those whose primary language is not English.
- In March 2020, the District sent a survey to all families to determine which families needed internet access. For those families who did not have internet connectivity, we provided district hotspots for their use. In July, we surveyed families again to determine which families would need the use of hotspots in September. For those families who do not have internet coverage at their homes, we made internet available at each school building. If we have students who have issues with internet access, they would be prioritized as students in need of in person learning. The District will provide onsite in person technology assistance after school hours for families who need support.
- The District has designated a coordinator to be the main contact upon the identification of positive COVID-19 cases and to be responsible for subsequent information.

Resources

- [The Dual-Capacity Framework for Family-School Partnerships](#) - Karen L. Mapp & Eyal Bergma



HEALTH AND SAFETY

The health and safety of the children and adults in the Waterloo Central School District is paramount. Health and safety considerations will always come first in every decision made and every action taken by our schools and district.

Whether instruction is provided in-person, remotely, or through some combination of the two, Waterloo CSD has an important role to play in educating and communicating with school communities about the everyday preventive actions they can take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health checks
- Healthy hygiene practices
- Social distancing
- Personal Protective Equipment (PPE) and cloth face coverings
- Management of ill persons; and
- Cleaning and disinfection

Reopening Plan Mandatory Requirements

- Waterloo CSD will review and consider the number of students and staff allowed to return to in person instruction. These factors will be considered when determining resumption of in person instruction.
 - Ability to maintain appropriate social distance
 - PPE and cloth face mask availability
 - Availability of safe transportation
- Waterloo CSD will continue to engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) regarding health and safety plans. The Waterloo CSD plan identifies the stakeholders involved and engaged throughout the planning process on page 2 of this plan.
- The Waterloo CSD has a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
- The Waterloo CSD has a written protocol developed in collaboration with the district or school's director of school health services 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.

The training will be available for all staff to complete on the Safe Schools training platform.

- The Waterloo CSD plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the



questionnaire for students. A BOCES service for this screening will be used. All students/families, and staff will complete the survey prior to entering school.

- Ill students and staff will 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.
- Students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire will be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- All visitors, guests, contractors, and vendors to the school will complete a health screening.
- The school will remind parents/guardians to observe for signs of illness in their child that require staying home from school. Signs of illness will be those that are shared by the CDC and DOH.
- Signage instructing staff and students in correct hand and respiratory hygiene will be posted and displayed in prominent areas.
- Signage will be posted instructing all persons in school buildings keep social distance of at least 6 feet whenever possible.
- The Waterloo CSD will provide accommodations to all students and staff who are at high risk or live with a person at high risk. These will be handled on a case by case situation. A survey was sent to all families and staff asking them to contact the Superintendent to discuss such circumstances.
- The Waterloo CSD requires all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.
- Mask breaks for students will be included in students' daily schedules for grades UPK-12.
- Disposable masks will be provided for any individual who is entering school property without a mask.
- The Seneca County Department of Health and the school physician will be contacted for guidance if a student or staff member tests positive for COVID-19.
- The Waterloo CSD will comply with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case 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.



- The Waterloo CSD will follow the CDC guidance and protocols to clean and disinfect schools. Training for all persons who are responsible for cleaning will be provided.
- School Safety drills will be conducted with modifications ensuring social distancing between persons.
- All before and after school care plans will submit their reopening plans to the Waterloo CSD to ensure that all DOH and CDC safety guidelines are being followed.
- The District has designated 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.

Health Checks

Parents/guardians and staff members will be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff will be instructed that any student or staff member with a fever of 100°F¹ or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keep an up to date list of [symptoms of Coronavirus](#) on its website. This list is not all inclusive as some individuals may display other symptoms or may be asymptomatic.

1 Centers for Disease Control and Prevention, Stay Home When You Are Sick.
<https://www.cdc.gov/flu/business/stay-home->

As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

- Fever or chills (100°F or greater)
- 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; and/or
- Diarrhea.

All staff will be trained to observe students or other staff members for signs of any type of illness such as:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue, and/or irritability
- Frequent use of the bathroom

Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school will contact the parent/guardian to come pick up their ill child or send the staff member home. Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors. Students are required to have a daily temperature check and periodic completion of a screening questionnaire. Anyone who has a temperature of 100°F or greater and has a positive response on the screening questionnaire will be isolated from others and sent home immediately. Students should be supervised in the isolated area while awaiting transport home. Schools should refer such persons to a healthcare provider and provide [resources on COVID-19 testing](#).

Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours.

Waterloo Schools will require staff to complete required screenings prior to arrival at school and parents/guardians must screen their child before sending them to school. If a parent/guardian cannot screen their child at home, they must notify the school before the student enters, so they can be screened by a trained staff member. Those that cannot be screened at home, cannot ride the school bus and must be transported by the parent/guardian to school where they will be screened.

A screening questionnaire determines whether the individual has:

- Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19
- Tested positive through a diagnostic test for COVID-19 in the past 14 days
- Has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
- Has traveled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#) in the past 14 days

Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were



screened and the result of such screening (e.g., pass/fail,cleared/not cleared).

Waterloo CSD will provide staff and parents/guardians periodic reminders of the requirement. This may be accomplished by:

- Providing weekly or daily reminders - such as an automated telephone message, email, or text; and
- Weekly written notices to homes in the parent/guardian's native language where it is known that families cannot access the information through the other methods.

Schools may collect screening information from staff and parents/guardian using:

- Texting apps
- Phone systems
- Online reporting
- Paper checklists

The Waterloo CSD has a designated compliance administrator (administrative assistant, attendance person, or school nurse) to review the incoming reports of screening by staff and parent/guardians and attesting that they are completed. This person may also be the contact for staff or students to inform if they later experience COVID-19 symptoms.

Student and staff screening will be done at home.

Screenings

Temperature

In some cases, it will not be practical for temperature checks to be performed prior to students arriving at school.² Waterloo Schools will require parents/guardians to screen their child before sending them to school. If a parent/guardian cannot screen their child at home, they must notify the school before the student enters, so they can be screened by a trained staff member. Those that cannot be screened at home, cannot ride the school bus and must be transported by the parent/guardian to school where they will be screened. Schools should also implement screenings for unscheduled visitors.

Schools conducting temperature screenings should have:

- Staff members to supervise students who are waiting their turn. While waiting, students must be socially distanced
- Trained staff members to perform temperature screenings
- Sufficient supplies for taking temperatures



- PPE or barriers for staff members conducting the screening

Reliance on Social Distancing

- Parents/Guardians will be asked to take their child's temperature either before coming to the facility or upon arrival at the facility. Upon their arrival, stand at least 6 feet away from the parent/guardian and child.
- Ask the parent/guardian to confirm that the child does not have fever, shortness of breath or cough.
- Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

² American Academy of Pediatrics, COVID-19 Planning Considerations: Guidance for School Re-entry. <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>. Accessed 6/30/2020.

³ Centers for Disease Control and Prevention, Guidance for Childcare Programs that Remain Open. Updated April 21, 2020. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren>. Accessed 6/30/2020.

⁴ Centers for Disease Control and Prevention, *Guidance for Childcare Programs that Remain Open*. Updated April 21, 2020. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren>. Accessed 6/30/2020.

Use of Personal Protective Equipment when Barriers/Partition Controls are not available

- If social distancing or barrier/partition controls cannot be implemented during screening, personal protective equipment (PPE) can be used when within 6 feet of a child. However, reliance on PPE alone is a less effective control and more difficult to implement, given PPE shortages and training requirements.
- Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child will occur
- Take the child's temperature
- If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check
- After each screening, remove and discard gloves
- Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds

Healthy Hygiene Practices



Healthy hygiene practices will be taught and re-taught in schools for both students and staff. Waterloo will provide instruction to the school community in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. Additionally, schools will post signs throughout the school and will regularly share messages with the school community. Signage will remind individuals to:

- Stay home if they feel sick
- Cover their nose and mouth with an acceptable face covering
- Properly store and, when necessary, discard PPE
- Adhere to social distancing instructions
- Report symptoms of, or exposure to, COVID-19
- Follow hand hygiene, and cleaning and disinfection guidelines
- Follow respiratory hygiene and cough etiquette

Teaching healthy hygiene practices will be accomplished in person, by videos, announcements, and posters or signs. Schools will post signage in highly visible areas including:

- Entrances
- Restrooms
- Cafeteria or other dining areas
- Classrooms
- Administrative offices
- Auditorium
- Janitorial staff areas

Hand Hygiene

Students and staff will practice good hand hygiene to help reduce the spread of COVID-19. Schools will plan time in the school day schedule to allow for hand hygiene. Hand hygiene includes:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty
- Provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers if possible



- Signage will be placed near hand sanitizer indicating visibly soiled hands should be washed with soap and water
- Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they will wash their hands with soap and water

The Waterloo CSD will provide the following:

- Adequate facilities and supplies for hand washing including soap and water
- Paper towels or touch free paper towel dispensers
- Touch free trash cans
- Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes
- Time in the schedule to allow for frequent hand washing
- Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, students and staff will be required to cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.

A supply of tissues and no touch trash cans should be available in each room when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Hand washing will be completed after sneezing, coughing and handling dirty tissues or other soiled material.

Social Distancing

Social distancing, also called “physical distancing”, means keeping a three-foot space between yourself and others. During P.E., Music Classes, while singing, projecting voice, playing an instrument, or while in any physically demanding activity, and also while eating or drinking, or other times when masks must be removed, a six-foot space is required between yourself and others. Schools are to develop, implement, and enforce social distancing in all school facilities and on schoolgrounds, including transportation.

At some levels of community transmission, cohorting is recommended if a school is using less than 6 feet of physical distance in classrooms. In counties with high risk of transmission, elementary schools can maintain physical distancing of at least three feet of distance. However, in middle and high schools, when schools cannot maintain cohorting, middle and high school students must maintain physical distance of at least 6 feet in classrooms.

It is recommended that staff stay a distance of six feet away from students during instruction.

Six feet is always the required distance between adults, and between students and adults.



Ensure that student groupings are as static as possible by having the same group/cohort of students stay together.

- Waterloo has consulted the district architect and has maps of each classroom and common area with student and teacher capacities based on six-foot social distancing guidance
- Staggered arrival and dismissal times will allow increased social distancing on buses as well as in classrooms. Building plans may divide 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.
- Schools will follow all safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use
- Arrival schedule changes for students who walk or are dropped off at school by a parent
- Areas will be designated for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building
 - In-school movement will be reduced where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations:
 - If possible, have the same cohort of students with the same teacher each day
 - Whenever possible, hold physical education and music classes outside so students may spread out
 - Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use
 - Waterloo will, where possible, transition teachers and not students to limit movement.
 - Waterloo MS and HS will move to a block schedule to reduce transitions between classes and periods
 - Classrooms will be disinfected between classes before the next cohort arrives
 - Turn desks (including teachers) to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets
 - When possible, open windows to improve ventilation.
 - Keep individual student belongings separated. Limit use of shared supplies to one group of students, clean between use by cohorts of students
 - Using visual aids (e.g., painter's tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing to support social distancing
 - Use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If alternate spaces are not available, ensure classroom groups are together in lunchrooms while adhering to the social distancing rules.
- Restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced. Secondary lockers will not be used.



- Limit gathering in small spaces (e.g., elevators, faculty offices) by more than one individual at a time
- In elementary school settings, when possible, stagger the use of outside areas rather than allowing multiple classes to play together. Limit other activities where multiple groups interact
- A distance of six feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a windinstrument, or aerobic activity.
- When necessary, cancel student assemblies, athletic events/practices, performances, school-wide parent meetings. Consider transitioning field trips and other events to virtual opportunities. Consider changing in-school events to a virtual format
- Limit visitors to school buildings.
- Use online meetings with parents and other persons when possible

Medically Vulnerable/High-Risk Groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Schools will need to make accommodations and be able to accommodate the needs of these students in the school community.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older
- Pregnant individuals
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - Severe obesity (body mass index [BMI] of 30 or higher)
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Sickle cell anemia
 - Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. Transitioning these students back to school requires:



- Planning and coordination of:
 - School health services personnel
 - Special education personnel
 - Pupil personnel services and
 - Administration.
- Being aware that such families are already under significant stress and COVID-19 has made their situations more critical
- Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:
 - Additional PPE for staff caring for such students
 - Assigning only one staff member to care for the student and/or
 - Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

Finally, if the parents/guardians choose not to send their child back to school, schools will need to provide instruction remotely. Please see the section on Special Education for more details.

Personal Protective Equipment (PPE)

The Waterloo CSD will use the [OSHA COVID-19 guidance](#) for information on how to protect staff from potential exposures, according to their exposure risk pursuant to their [Exposure Control Plan](#). The OSHA guidance also sets forth when PPE is needed by staff pursuant to the OSHA standards.

The CDC recommends that school-based health personnel use [Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020](#) guidance when providing care to ill persons as part of infection control protocols:

- Licensed healthcare professionals must utilize standard precautions at all times
- [Transmission- based precautions](#) will be used when assessing persons suspected of having COVID-19;
- The Waterloo CSD will ensure they have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members
- Such PPE includes, but is not limited to:
 - face masks (disposable surgical masks)



- respirators (N95) masks that are fit tested
- eye protection or face shields
- gloves
- disposable gowns

For optimal protection, when worn, the face shield must be used with a face mask and:

- Extend below the chin anteriorly
- To the ears laterally
- There should be no exposed gap between the forehead and the shield's headpiece
- Only be worn one person per shield
- Be cleaned between use
- The wearer should wash their hands after removing the shield and before putting it on.

5 Centers for Disease Control and Prevention- Healthcare Infection Prevention and Control FAQs for COVID-19 <https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-faq.html>. Accessed 6/20/2020.

Centers for Disease Control and Prevention- K-12 Schools and Child Care Programs FAQs for Administrators, Teachers, and Parents. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>

Cloth Face Coverings

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment. All individuals in school facilities and on school grounds must wear a face covering.

Waterloo CSD will provide acceptable face covering to employees (and students if they forget their own) and have an adequate supply in case of need for replacement per Executive Order 202.16. Employees may wear their own acceptable face covering. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

Waterloo CSD will instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings
- The importance of routine cleaning of reusable face coverings
- Face coverings are for individual use only and should not be shared



Information and resources used in instructing on the proper use and cleaning of facemasks are on the CDC webpage on [cloth face coverings](#).

Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

Management of Ill Persons

Students and staff with symptoms of illness must be sent to the health office. Ideally a school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.

If a school nurse is not available, schools will have to isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. Administrators will work collaboratively with school nurses to determine if additional staff is needed to assist with non-nursing tasks such as:

- Student supervision
- Telephone calls, text, or emails to parent/guardians
- Assistance with completing any required paperwork other than nursing documentation.

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

Schools should follow [Education Law § 906, which provides](#) whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law⁷. Effective February 1, 2020, the 2019-Novel Coronavirus was added to the Public Health Law as a significant threat to the public health, and the NYS Commissioner of Health designated 2019-Novel Coronavirus as a communicable disease under 10 NYCRR Section 2.1.

The director of school health services, or other health professionals acting upon direction or referral of such director may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

School staff must immediately report any illness of students or staff to the school nurse or other designated school



staff. Such reports should be made in compliance with FERPA, and Education Law 2-d. If nurses choose to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements should be made to have students wait at least 6 feet apart. Ideally schools should have two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies. School nurses and other school health professionals assessing or providing care to ill students and staff should follow [Transmission-based precautions](#) which includes the use of appropriate PPE (see section on PPE).

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

The CDC and NYSDOH recommend:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred
- Opening outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection
 - If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue

If a separate room is not available, keep at least a 6-foot distance between ill students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. It is recommended that:

- Students should be escorted from isolation area to the parent/guardian
- The parent or guardian be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center



- Symptomatic students or staff members follow CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19;
- School staff be aware of the symptoms of [Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#) which is a serious condition associated with COVID-19 in children and youth. Schools should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:
 - fever
 - abdominal pain
 - vomiting
 - diarrhea
 - neck pain
 - rash
 - bloodshot eyes
 - feeling extra tired
- Schools must call for emergency transport (911) following district policies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs:
 - trouble breathing
 - pain or pressure in the chest that does not go away
 - new confusion
 - inability to wake or stay awake
 - bluish lips or face
 - severe abdominal pain
- If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local health department to determine what steps are needed for the school community.

Return to School after Illness

Waterloo CSD will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

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



- Waterloo Health offices may require that students return to school after consulting with their health care professional. School nurses will evaluate the returning student before they attend classes, as well as contacting their health care professional to review symptoms.

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

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

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#). CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Contact Tracing

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. Waterloo CSD will cooperate with state and local health department contact tracing by:

- Keeping accurate attendance records of students and staff members
- Ensuring student schedules are up to date
- Keeping a log of any visitors which includes date, time and where in the school they visited
- Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the [New York State Contact Tracing Program](#). This does not mean schools are required to have staff members take the contract tracing program. Questions should be directed to the local health department.
- Confidentiality will be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.



Cleaning and Disinfection

The CDC provides [Reopening Guidance for Cleaning and Disinfection](#) with specific guidance for schools along with the [Cleaning and Disinfection Decision Tool](#) to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure
- Disinfection using [US Environmental Protection Agency \(EPA\)-approved disinfectants against COVID-19](#). Where disinfectants are used, products should be registered with EPA and the [NYS Department of Environmental Conservation \(DEC\)](#). Frequent disinfection of surfaces and objects touched by multiple people is important. Waterloo CSD will disinfect our facilities using Enviro Care Neutral Disinfectant ([EPA Reg. No 47371-129-527 and 47371-131-527](#)) This is listed by the EPA and the Center of Biocide Chemistries (CBC) to be effective in the killing of COVID-19.
- Waterloo CSD will identify cleaning and disinfection frequency for each facility and area type
- Waterloo CSD will maintain cleaning logs that include the date, time and scope of cleaning and disinfection for every room occupied by staff and students
- Waterloo CSD will consider providing disposable wipes to faculty and staff so that commonly used surfaces can be wiped down before and/or after use followed by hand hygiene.

Cleaning plans will include considerations regarding the safety of custodial staff and other people who are carrying out the cleaning or disinfection. Cleaning staff will be trained on the disinfection protocols. For more information on concerns related to cleaning safety, including training staff, see [the Occupational Safety and Health Administration's website on Control and Prevention](#).

High touch surfaces will be cleaned and disinfected frequently throughout the day. Examples of high touch surfaces include:

- Tables
- Doorknobs
- Light switches
- Countertops
- Handles
- Desks
- Phones
- Keyboards and tablets



- Toilets and restrooms
- Faucets and sinks

Students will not be present when disinfectants are in use and will not participate in cleaning and/or disinfection activities.

- A schedule for cleaning and/or changing heating/air conditioning system filters and opening windows will be developed, if it can be done safely, and conducting classes outdoors may be a strategy used to increase airflow
- HEPA filters should be replaced on the timetable according to the manufacturer recommendations
- Confirm air handling unit can deliver at least two air turnovers per hour for typical school classroom sizes
- Flush building air at least two hours prior and one hour after occupancy
- Communicate to staff the importance of not obstructing diffusers and vents or attempting to modify the ventilation controls
- Waterloo students will not be sharing instruments
- Waterloo students and staff will not share PE equipment

School Health Office Cleaning

School health office cleaning will occur after each use of:

- Cots
- Bathroom (Health office bathroom will be closed to general use)
- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) will be cleaned following manufacturer's directions

Disposable items will be used as much as possible including:

- Disposable pillow protectors
- Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills.



As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students will be instructed by faculty and staff 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:

- Evacuation drills will be conducted in such a way as to minimize contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose
- If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in person.

Conduct lockdown drill in classrooms without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

FACILITIES

General Health and Safety Assurances

The district will adhere to social distancing requirements and cleaning frequently touched surfaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of the NYSED Re-Opening Guidance.

Fire Code Compliance

All spaces to be occupied by Waterloo CSD 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.

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 regular building use.

Emergency Drills

Each school 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 will 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 will be used.

Inspections

Annual fire inspections for Waterloo CSD have been completed and will be submitted to SED.

The 2020 BCS is being conducted by SEI Design Group.

Lead Testing due in 2021

Waterloo Central School District is consulting with SEI Design Group to include lead in water testing as part of our building condition survey (BCS).

Means to Control Infection

- **Time Management:** School leaders will manage schedules to reduce student use of the corridors.
- **Leave Doors Open:** 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:** The use of light-transmitting plastics is recommended in locations where social distance or mask requirements cannot be complied with or easily regulated. The district will only use polycarbonate lexan plastic to comply with fire code regulations to separate areas where social distancing or mask wearing is challenging, including guidance offices, main offices, health offices, etc.
- **Alcohol-based Hand Rub Dispensers:** The District will use touch free hand sanitizing stations within our buildings. These dispensers will be strategically placed to comply with the fire code. Stations will not block nor create a hazard to any form of egress. When using hand sanitizer, children will be supervised.
- **Dividers at doors and other points of congregation:** To maintain social distancing at points of congregation, Waterloo CSD will use paint to mark sidewalks, use social distancing signage, and interior floor markings.

Required Square Footage

Waterloo CSD has consulted with SEI Design Group to confirm square footage and occupancy compliance. This information has been reviewed with school principals and administration.

Facility Alterations and Acquisition

Districts or other applicable schools may choose to ease social distancing by changing the way they use space in



their existing buildings or by acquiring additional space. All spaces to be occupied by school students and staff will meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code and the State Energy Conservation Code.

Toilet and Sink Fixtures: Waterloo CSD will remain in compliance with building code. Each restroom within our facilities will remain operational with no changes or alterations to provide adequate use of restrooms. Restrooms will be closely monitored by staff to ensure there is no congregation of students. Students will be reminded by a staff member to wash their hands upon exiting the restroom.

Waterloo CSD has disabled all automatic hand drying fixtures within our facilities. Touch free paper towel dispensers have been installed in all facilities. Soap and water are always available to students and staff. Bathrooms will be checked regularly to ensure necessary supplies are always available.

Drinking Water Facilities

Waterloo CSD has many bottle fill stations in place. Drinking fountains may be replaced with units with bottle fillers. Waterloo CSD is supplying a variety of options for students to have adequate drinking water.

CHILD NUTRITION

- K-5- Students will grab and go for breakfast meals and take those meals back to their classroom or gymnasium. 6-foot distancing markings will be on floors to guide students through pick up area.
- 6-12- Students will come through the cafeteria lines in small groups. 6-foot distancing markings will be on floors to guide students through the cafeteria. They will have meals ready to pick up via grab and go. No individual items will be touched by students. All items will be served by staff only. Students will then return to their class to eat all meals.

Learning remotely K-12:

Meals will be available for pick up twice per week at all schools. Meals will need to be pre-ordered by parents the day before for pick up the next day. Preorder forms will be made available on our district website. Communication materials will also be sent to parents via connect ed emails and Parent Square. Meals will need to be picked up at the Waterloo High School. Meals will be tracked by student's current eligibility. Full pay students will need to have money in their accounts when ordering meals.

Standard operating procedures have been updated and will go out to all food service personnel. These procedures will have specifics to daily handwashing, PPE attire as well as daily cleaning duties to ensure safety and sanitation to safeguard students and staff.

Students with food allergies may be placed in separate classrooms during meal service time. Food will be prepared separately and wrapped to eliminate cross contamination during production. Student lists with



student's allergy will also be given to building principals and teachers. Standard operating procedures for allergies will be sent to all building principals.

Students will be instructed to wash/sanitize hands before and after meal service. Hand washing signs and videos will help promote this activity. Sharing of food will be prohibited.

Daily operating procedures will be in place for cleaning and disinfecting between lunch groups. This work will be done by food service and custodial staff daily. Subject to change based on need and/or new guidance from SED or DOH

Departmental procedures will ensure practices are followed according to the application and policies set forth by NYS Child Nutrition and USDA.

- Overt identification of free and reduced-price students does not occur
- Menu planning and meal pattern requirements
- Civil rights procedures and policies to ensure the Local Education Authority follows civil rights provisions
- Multiple site reviews- due Feb 1st
- Compliance with competitive food regulations
- Procurement procedures
- HACCP/ Food Safety Plan and implementation
- Health Inspections
- Financial Management and price equity
- Other program requirements set forth by USDA



District/School Plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

District and Food Service website will be our primary mechanism for disseminating information to families. This will be available in multiple languages via google translate. Connect-ed messages will also be used to inform parents/guardians of needed information or changes.

- Follow SFA policies to communicate about school meal service, eligibility, options, and changes in operations
- During the public health emergency, meal benefits have been available to many students that may not usually have access to free meals. As school returns, it will be important to communicate to families that all meals may not be available at no cost to all children
- Use a variety of communication methods (e.g., website, social media, emails, robocalls, newsletters) and ensure communications are translated into the languages spoken by families in the district
- Identify a specific contact person(s) to receive and respond to communications from families. The contact's information should be included in all written materials that are provided to families and to school staff
- Assess areas where additional or clearer information may be needed to enhance communication about the program. Provide links to directly access documents and answers to frequently asked questions. Ensure that information is presented in a user-friendly format including language translations where appropriate
- Develop program-specific information that details program activities that affect families such as:
 - Availability of meals
 - Payment methods
 - Ala carte sales
 - Outside food brought into the building
 - Restrictions on visitors during the meal service
- All pertinent information and contact information will be available on our food service website.
- More families may now qualify for benefits than prior to the public health emergency due to changes in the economy. Before school starts, remind families that they can submit a new application for free or reduced-price meals right now and at any time during the school year
- Provide multiple opportunities for families to complete meal benefit applications
- Assess if new technology may be needed in order to provide online household applications, obtain electronic signatures or transfer protected student identifying information
- Provide meal benefit applications with summer meals
- Make applications available online and at the front office of each school site
- Provide phone and in-person support to assist families in applying
- Applications will be sent out in early August to all families. All applications and FAQ's (including names and numbers for district personnel to contact) will be posted on district website with all pertinent information regarding the application process. Applications will be distributed on 8/5/20 during SFSP grab and go meal pick up. Applications are available at all schools in the main office throughout the school year.



Safety and Sanitation

- Food Service standard operation procedures have been updated and will be posted on food service website.
- PPE items will be ordered by our maintenance department. Staff will be supplied with masks, gloves, face shields as needed. Quantity of these items will be sent monthly.
- <http://www.schoolnutritionandfitness.com/index.php?sid=2202112114212076&page=menus>
- School staff will assist with students with severe disabilities during meal service time.
- Polycarbonate barriers will be installed at cashier stations in serving line areas.
- PPE items will be ordered by our maintenance department. Staff will be supplied with masks, gloves, face shields as needed. Quantity of these items will be sent monthly. Touchless hand sanitizing stations will be set up outside the cafeteria areas for students to use
- Custodial staff will clean high touch areas throughout the day
- Food service staff will be responsible for cleaning and disinfecting of kitchen work areas as well service lines
- Wear single-use gloves when handling or delivering all foods
- Wear a disposable apron when handling or delivering foods
- Allow only program staff, custodial staff, and approved volunteers to enter program areas
This information is included in our SOP. Information will be posted on the food service website
- <http://www.schoolnutritionandfitness.com/index.php?sid=2202112114212076&page=menus>

Food Service Staff

- Staffing will be monitored, and changes will be made if necessary, in order to meet the needs of the students and district
- Ensure staff are trained on district policies and protocols on health and safety
- Review, and retrain staff as needed on standard operating procedures for food service
- Consider cross-training program staff to perform essential activities in the event of key absences or emergency situations
- Staff will be retrained as needed or when policy or procedures change throughout the year

Contact Vendors and Suppliers

- The unexpected closures may have impacted food supply chains or availability of certain services and it will be important to account for any of these changes prior to the start of operations
- All information regarding delivery of goods is protected in our collective bid agreement with vendors. Any issues with food chain supply must be communicated to district by the vendor
- Work with food service vendors to determine the safest way to handle deliveries
- Vendors have company protocols for daily food distribution safety procedures. Drivers are required to wear a mask before entering the building. Invoices will be left with product and invoices will be signed electronically



when possible

- Have supplies on hand for in person and grab and go meal delivery
- Food and supplies will be stocked in all storage areas based on daily and weekly production needs

USDA Waivers approved for the National School Lunch Program and School Breakfast Program, July 1, 2020 – June 30, 2021

- Notify the NYSED Office of Child Nutrition of the SFA's plan to use any of the following waivers necessary for operations:
 - Non-Congregate Feeding
 - Meal Service Time Flexibility
 - Bulk meals require both non-congregate and meal service time waivers
 - Parent/Guardian Meal Pick Up
 - Meal Pattern Flexibility
 - "Offer Versus Serve" Flexibility for Senior High Schools

Waterloo CSD will be applying for any waivers that the USDA makes available (that are allowed in NY state) to ensure all families have access to healthy meals.

Meal Service

- All food service areas will have an updated HACCP manual with standard operating procedures specific to feeding/eating in the classroom and or cafeteria. Meals will be planned following USDA guidelines
- Production records will be maintained daily at each respective school
- Develop meal counting procedures for meals served outside of the cafeteria. Procedures will depend on Free/Reduced/Paid status
- Online ordering forms will be created. This will allow us to have parents order meals and have a tracking mechanism for the students. Sales information will be entered into our point of sale program daily
- This information is generated from each school nurse and entered our point of sale system
- All prepayments can be sent directly to the school with (prepayment form) or by using our online prepayment system. All information is available on our district website. No cash/checks will be taken in the cafeteria areas by staff. All payments must be made through mail, online, or given to students' teachers (K-5) or main office (K-12). Money will be secured on site and taken to the bank daily

Meals Consumed Onsite

- Students will eat in classrooms, gymnasiums, and or cafeteria spaces dependent on number of students in school on any given day. If the cafeteria is used seating will be set up to maintain 6-foot distancing. Areas will be disinfected between lunches by cafeteria monitor and custodial staff



- Share tables will not be used
- No items will be self-served. All meal items will be packaged for grab and go by the students
- Maintenance department will set up 6 foot spacing, tape on floors, signs and barriers in all food service areas
- Hand washing and/or hand sanitizer locations will be provided and maintained proximal to the entrance to the school cafeteria or multi-purpose room dining areas
- Everyone who enters the serving area must be required to wash hands and/or apply hand sanitizer before entering the serving line or eating
- Cafeteria entrance and exit doors should remain open to reduce students and staff repeatedly touching the same doorknobs and/or handles with before reaching the serving line or returning to the classroom
- Any areas where lines are necessary should flow in a single direction and floor markings or signage will be used to encourage proper distancing (6-foot distancing) "One Way In / One Way Out" procedure
- All items will be ready for grab and go. Students will not be selecting any items. All condiments and silverware will be wrapped
- An online Microsoft Form will be used to set up teacher classroom daily orders sheets
- Meals will be available for daily pick up at students' respective school
- Teacher assistants/aides will assist students
- When students eat in classrooms:
 - Train teachers on food allergies, including symptoms of allergic reactions to food
 - Train all non-food service staff on any meal service-related activities they will be responsible for
 - Obtain posters or other aids to assist non-food service staff to implement meal service
- Principals and teachers will be given daily procedures when eating/serving meals in the classroom
Students with severe food allergies may eat in a separate room location
- <http://www.schoolnutritionandfitness.com/index.php?sid=2202112114212076&page=menus>

Meals Consumed Offsite (with election of waivers)

- Assess service methods (grab and go, curbside pick-up, delivery, etc.)
- Determine if there are students who are unable to access school meal distribution sites and identify ways to address these gaps
- Food Service office staff will reach out to families who are unable to access sites or online order form
- Bulk meals packaged in boxes or containers for multiple days of meals picked up/delivered at one time
- In hybrid situations, where students are attending in person and remotely, create an area with cones or signs where families can easily pull in to receive foods away from where students will be entering
- Place meals for curbside pick-up on a table or place in the trunk of the vehicle
- Meals will be available for pick up twice per week at Waterloo High School



TRANSPORTATION

School Bus Considerations

In response to the above requirements and considerations the Waterloo CSD Transportation Department will implement the following practices:

School Buses-

- Will be disinfected at least daily or between use as much as possible.
- Will not have sneeze guards installed. Currently, there are no Department of Transportation approved sneeze guards.
- Will open roof top air vents and windows when weather permits to increase air flow.
- Will be disinfected in between runs at high traffic contact spots (railings, seat tops etc.)
- Will be marked to show what seats are to be used and what seats are not to be used

School Bus Staff

- 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
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19
- Transportation departments/carriers will 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
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves

To comply with the school bus staff required trainings the Waterloo CSD Transportation Department will provide staff training on the following topics:

- To wear face masks while on bus. They may also wear face shields and gloves if desired
- Use of Personal Protective Equipment (PPE)
- The signs and symptoms of COVID-19



- Social distancing on the bus, at bus stops and during loading and unloading
- Staff who must assist students physically will be required to wear gloves. Gloves will be kept on each bus
- Students' requirement for masks to be worn when physically and mentally able
- Students who do not have a mask will **NOT** be denied transportation.
- Students who do not have a mask will be provided one by the district. Additional masks will be kept on each bus

The above trainings will be administered prior to the beginning of the 20-21 school year via Safe Schools online or by the transportation supervisor.

- Prior to boarding the bus in the morning parents will ensure students are not experiencing any signs or symptoms of COVID-19 **AND** do not have a fever of 100 degrees or higher. This will be administered through a BOCES developed website
- Student without a mask will **NOT** be denied transportation
- Students who do not have a mask will be provided a mask as they board the bus
- Students who cannot physically wear a mask will not be forced to do so or denied transportation. A note from the physician stating why a mask cannot be worn will be required
- Seats will be marked to instruct students where to sit. There will be a reduced capacity on each bus
- A mailing at beginning of school year will be sent to educate students on the transportation plan and will include: Practicing social distancing and using face coverings while on bus and waiting for the bus

Waterloo CSD Transportation Department embarking, and disembarking protocols are as follows:

- Students will load from the rear of the bus to the front whenever possible
- Students will remain seated until dismissed individually
- Drivers will dismiss a student only after the prior student has reached the bottom of the stairs.
- Buses will load and unload at school buildings on a first in first out basis to ensure social distancing
- Hand sanitizing stations will be placed at schools

The Waterloo CSD Transportation Department 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.



SOCIAL EMOTIONAL WELL-BEING

Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs. The Waterloo CSD currently reviewed and updated School Counseling Plan is located at:

<https://www.waterloocsd.org/site/handlers/filedownload.ashx?moduleinstanceid=1751&dataid=8396&FileName=K-12%20School%20Counseling%20Comprehensive%20Plan%202018-19%20August%20update.pdf>

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. The advisory council met November 2019 to review and update the Waterloo CSD School Counseling Plan.

The following Professional Development opportunities have been and continue to be provided for staff and are included on the Waterloo CSDs Professional Learning Plan:

- TIG, TCIS, Mental Health First Aid for Students and Staff, PBIS School, Restorative Practices training, Trauma Informed School Practices, Safe Schools, Why Try Training, District Wellness Committee for staff, Student Wellness Club, MTSS, Collaborative with community providers to expand resources and improve understanding of community impact (connection to zero suicide and trauma informed and the Finger Lakes Resiliency Network), Finger Lakes Community Schools, Therapists from Seneca County Community Counseling Center placed at every school building, Second Step Curriculum for K-5, Behavioral Intervention Teams at both the building and district levels

Currently the Waterloo CSD continues to communicate with families regarding its SEL program using the following methods:

- Parent/Family communication component for Second Step program in grades K-5, School Newsletters, Tiered Interventions for Social Emotional Well-being
- The district welcomes and includes inclusion of all stakeholder groups in discussions about Emotional Health Well-being, postings and lesson about greeting and interactions while maintaining social distancing and healthy practices, incorporating COVID-19 practices into Tier 1 PBIS lesson and matrices, posting of resources on the District Website, Advisement and Tribe Time at the Middle School and High School Levels
- PBIS District and Building Level Teams, Character Education Programs taught by classroom teachers, PBIS Tier 1 Matrices and Lessons will be adjusted for COVID-19 such as mask wearing, social distancing and hand/respiratory hygiene, avoiding face and mask touching, and how to restart socialization with peers



- Gather student input to understand worries and concerns to address as part of Tier 1
- Daily check-ins with students that are age-level appropriate in all three learning models
- PBIS Tier 1 lessons/videos letting students know what to expect when they restart school in all three types of learning models
- Developing Safety Plans for students who have triggers to traumatic experiences that include appropriate stakeholders
- Use existing technology and PBIS systems to create connections between students and staff (e.g. playing games together, greetings, etc.), and to support re-entering situations with a higher density of people
- Providing opportunities for staff checking in on a regular basis to understand and support their physical and emotional needs (e.g. higher-grade PPE for staff members who require it)

Examine opportunities to leverage community school strategies to support and sustain the work.

- Using PBIS to connect with and include families and community counseling resources as members of the building and district PBIS teams
- Use technology to reduce barriers for community supports
- Community-based counseling team member participate on both building level and district-level BITs and all other meetings for students who need support
- EAP counseling services available for all staff

Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.

- Health Curriculum includes Social Emotional Well-being
- Second Step programming for grades K-5
- Mindfulness Education and MTSS Tier 2 Interventions on the topic of mindfulness are available and being provided by a community agency

Leverage collaborative community partnerships to strengthen your initiatives.

- Seneca County DHS Services
- Seneca County Preventions
- SCCCC and all available community-based mental health services
- Use data to identify SEL needs and incorporate strategies to meet those needs in the district's or



school's comprehensive school counseling plan.

- University of Rochester Child Rating Scale as a SEL Benchmark
- U of R Secondary Child Rating Scale begin SEL Benchmarking
- Data in the Student Management System to drive reboots through PBIS teachings
- Tracking Absenteeism Rates
- County-wide Lethality Protocol
- The district's or school's counseling/guidance program will be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS)
- As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access
- Pupil personnel staff will develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of re- turning students
- Once student needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs

Mental Health and Trauma-Responsive Practices

The Waterloo CSD will continue to be provided with Trauma-Informed School and Restorative Practices training, allowing the schools and District to address the far-reaching impacts of COVID-19.

Multi-Tiered Systems of Support (MTSS)

The Waterloo CSD is actively participating in MTSS through both PBIS and Academic Interventions structures, supports, and systems to address the social emotional well-being of students and staff. The District is employing social workers for each school building in addition to a District-Wide MTSS Coach who currently serves as an administrative intern. The District PBIS Coaches and District are a part of the Community School Consortium for both WFL BOCES and Wayne County to receive regional support and provide a sense of regional consistency. All Building PBIS/MTSS staff are participating in a two-day training session addressing Tier 2 and Tier 3 interventions and services as well as planning for the Tier 1 emotional supports as school reopens. All considerations and adjustments to all three Tiers will be based on stakeholder group input.



Pupil Personnel Services (PPS) Roles within the Waterloo CSD School Counseling Plan

<https://www.waterloocsd.org/site/handlers/filedownload.ashx?moduleinstanceid=1751&dataid=8396&FileName=K-12%20School%20Counseling%20Comprehensive%20Plan%202018-19%20August%20update.pdf>

Pupil personnel service (PPS) staff, which include school counselors, school social workers, school psychologists, mental health counselors and school nurses are uniquely poised to be the primary source of expertise from which the entire school community can draw. These professionals have overlapping skills, such as counseling, assessment, consulting, collaboration, parent/school liaison, professional development for faculty and staff, and crisis response. They share in facilitating social emotional and physical well-being, strengthening family, school, and community partnerships, increasing access to instruction and promoting a positive school climate.

A key function of the school counselor's Tier 1 role is to promote a safe and supportive learning environment for everyone in the school community. School counselors utilize their specialized knowledge of curriculum and child and adolescent development to design and implement comprehensive programs to help all students build fundamental academic, career development, and social emotional skills. School counseling programs are most effective when there is collaboration among the school counselor, other PPS staff, teachers, administrators, and families to promote a school climate that facilitates student achievement, student engagement, and equitable access to educational opportunities so that all students can reach their full potential in school and beyond.

Planning and Capacity Building

Central to a school or district's effective reopening or re-envisioning strategy is clear prioritization of mental health, well-being, and SEL that is communicated clearly and consistently to staff, students, family, and community. Whether the district or school has established SEL and well-being initiatives or are just beginning to formalize strategies, you can find areas of strength to build on.

It is important that an annual process of gathering, reviewing, and responding to data is established allowing for ongoing program development that is directly responsive to student need. With students returning in the fall, no matter which method is adopted, assessing student needs is the first objective that should be met, followed by being prepared to meet those needs. Pupil personnel staff will be utilized to develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or charter school with identifying the needs of returning students. Once needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs.

The most recent Waterloo CSD School Counseling Plan can be found at:

<https://www.waterloocsd.org/site/handlers/filedownload.ashx?moduleinstanceid=1751&dataid=8396&FileName=K-12%20School%20Counseling%20Comprehensive%20Plan%202018-19%20August%20update.pdf>



It was reviewed and adjusted by a stakeholder group in November of 2019.

Resources

- [Social Emotional Learning: A Guide to Systemic Whole School Implementation](#) and other [Social Emotional Learning Benchmarks, Guidance, and Resources from the New York State Education Department](#)
 - -NYSED
- [Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening School](#) -CASEL
- Visit [our companion webpage for additional social emotional well-being resources](#) to support this guidance.

Adult SEL & Well-Being

For students, investing in strong tier one social emotional supports for adults will reduce reliance on more resource-intensive tier 2 and 3 supports. Before school reopens, and throughout the school year, consider the following:

- School leadership is faced with overwhelming challenges. District /school-level supports for school leaders, especially those new to their roles, will be provided mentorship through the administrative team and coaches through an outside agency if requested. The District offers, free of charge, EAP Counseling for all employees.
- Build school community structures that encourage human connection, and that acknowledge it is necessary for us to take care of our physical and emotional safety and comfort before we can effectively teach and learn. Ongoing embedded opportunities for adults to develop and strengthen their own social and emotional competencies are available through the District's Wellness Program which is provide by the Finger Lakes Area School Health Plan, <https://member.excellusbcs.com/mygroup/tags/cwp-nonmonroschools>.
- Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.
- The District offers professional learning opportunities to all staff. Address critical topics related to personal, student, and community well-being, including trauma-responsive practices, social emotional learning, restorative practices (community circles), mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race. These are included in the District's Professional Learning Plan.
- Prior to the re-entry of students, if plausible, invite the staff into the building to talk about differences, losses, and newness of preparation for teaching and learning. All buildings will participate in



Restorative Practices for staff to have these discussions and to model practices for students

- District Staff have been surveyed regularly through Microsoft Forms to determine needs, make decisions, and to allow people to shared concerns regarding all related impacts of COVID-19.
- Ongoing embedded opportunities for adults to develop and strengthen their own social and emotional competencies are available through the District's Wellness Program which is provide by the Finger Lakes Area School Health Plan, <https://member.excellusbcs.com/mygroup/tags/cwp-nonmonroeschools>, all District employees have counseling available, free of cost through EAP (Employee Assistance Program), <https://www.fcsfl.org/serveap.html>.
- The District offers professional learning Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work. Nurture SEL competencies to improve cultural and linguistic responsiveness and sustainability.

Resources

- [Advancing Adult Compassion Resilience: A Toolkit for Schools](#) - WISE Wisconsin and Rogers InHealth
- [SEL Online Learning Module: Creating a Well-Rounded Educational Experience](#): American Institutes for Research
- Visit [our companion webpage for additional social emotional well-being resources](#) to support this guidance.

Student SEL and Well-Being

Improving school climate promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge young people. All these conditions are improved by socially and emotionally competent adults and young people in the school community. Schools at Waterloo CSD will:

- Schedule a prolonged orientation or transition period to support the social and emotional well-being and resiliency of students before beginning to phase in academic content. Encourage connection, healing, and relationship-building.
- Use community-building circles to ensure all voices can be heard.
- Foster increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.



- Create safe, supportive, engaging learning environments that nurture students' social and emotional learning.
- Consider how community school strategies might be leveraged for greater impact. Community Schools are public schools that emphasize family and community engagement, collaborative leadership, expanded learning, and integrated student supports. These areas of emphasis comprise the context for effective SEL competency development, and stronger SEL competencies increase the effectiveness of community school initiatives.
- Nurture adult-student relationships to ensure that every student has a trusted adult at their school, and that the adult checks in on the student regularly, regardless of the mode of instruction.
- Offer opportunities for movement and physical activity to the extent possible. Social emotional and physical well-being are interconnected.
- Survey students regularly. Ask about their needs. Do not wait for them to come to you. Be prepared to respond with assistance or referrals.
- Leverage transformative SEL to support the work of anti-racism and anti-bias.
- Support access to mental health and trauma supports for students.
- Leverage the expertise of all school community members, including pupil personnel services staff, to support students. Gather input from staff delivering or distributing meals. They can provide valuable insights about what they have seen and heard.
- Provide professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being.
- Scaffold SEL to best support the developmental needs of students at all grade levels, from Pre-K through high school.
- Implement explicit SEL lessons and embed opportunities to develop and practice SEL competencies within academic lessons.
- Embed SEL and trauma-responsive practices in restorative discipline policies.
- Consider ways to mitigate the absence of school social activities, like sports or clubs, with socially distanced or online replacements.
- Consider teaching teams that work with the same cohort of students, with teacher teams meeting and communicating regularly. Consider a case-management style of checking in on students in the cohort.
- Recognizing the economic impacts on potential SEL changes in the students



- PBIS Matrix for remote learning and regular learning matrix to community
- Video counseling/tele-therapy will continue to be available in all three learning models
- SEL screenings will assist in establishing Tier 2 interventions with school and community SEL staff
- Parent Liaison/Support Group to support families with transitioning to the restart of school and remote learning and/or hybrid model of instruction, and the loss of activities
- Transparency in communication with families, staff and students

Using Data for Continuous Improvement

Data collection for continuous improvement and reflection means data is used to understand what is happening, to identify challenges or roadblocks, and to figure out what is working. Districts must assess immediate needs but recognize the need to continue to reassess regularly as circumstances are likely to change frequently in this tumultuous time. Continuing to collect data to ensure accurate understandings of need is necessary to continue providing the most effective and efficient response. Waterloo CSD will:

- Consider first why they are collecting data and what they want to learn from it;
- Collect and use data to support deeper relationships and improved supports for students, staff, and families;
- Engage stakeholders in the collection and review of data; and
- Support staff in reflecting upon data to inform continuous improvement.

A more thorough overview of issues surrounding social and emotional data collection and use is available on pages 44-47 of [Social Emotional Learning: A Guide to Systemic Whole School Implementation](#).

Resources

- [NYS Mental Health Education Resource & Training Center](#)
- [NYS Safe and Supportive Schools Technical Assistance Centers](#)
- [Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being Comprehensive Guide](#) - New York State Education Department
- [Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs](#)



[Commissioner's Regulation §100.2\(j\)](#) - New York State Education Department

- Visit [our companion webpage for additional social emotional well-being resources](#) to support this guidance.

SCHOOL SCHEDULES

To maximize in-person instruction, Waterloo CSD will consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- Finding alternative spaces in the community to allow for more in-person instruction
- Adjusting class or work hours, where appropriate and possible
- Limiting in-person presence to only those staff who are necessary to be at the school during normal school hours
- Maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines
- Staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings
- Shifting design of class schedules to accommodate social distancing guidelines, including cohorts (e.g., alternative classroom schedules, full-time in-person learning for younger students, and part-time distance learning for older students).

Based on stakeholder input and consideration of transportation, staffing, and facilities resources, we will implement hybrid instructional models at the elementary and secondary levels as shown in the following schedules.

If schools are closed at any point in time and we are required to move to a fully remote instructional model, we would continue with the same schedules, except that all students would follow the schedule from home.



Waterloo High School Schedule to begin May 3, 2021

Middle and High School: Students follow a block schedule on Monday, Tuesday, Wednesday, Thursday, Friday. *Please note, there are no longer "remote" Wednesdays.*

Choices for students are **5 days a week in person or fully remote**- attending classes synchronously online following same daily schedule as listed below.

Block 1 (per. 1 or 5)	7:35 – 8:34
Block 2 (per. 2 or 6)	8:38 – 9:37
Block 3 (per. 3 or 7)	9:41 – 10:39
Lunch/Tribe	10:43 – 12:13
Block 4 (per. 4 or 8)	12:17 – 1:15
Teacher Prep 1:15-2:00	
Staff Meetings & Remote Interventions 2-2:45 p.m.	



The diagram below illustrates the elementary remote learning schedule.

Time	Assignment	Students will be doing
9:15 - 10:00	Online Virtual Class	Morning meeting, hearing about the work for the day, taking attendance
10:15-10:45	Special Areas online virtual class (see homeroom schedule)	Actively participating in specials: A: Band B: PE C: music D: digital media & literacy E: art F: Social Skills (chorus? PE?) Students may need tools and space to move
10:45 - 3:15	WORK TIME/Check-In Time (include times for short breaks and lunch)	Students complete their assignments for the day and seek help from the teacher as needed. Grade Level Office hours will be scheduled for students to drop-in virtually and ask questions. Students may be scheduled to attend a related service or intervention group (OT, PT, Speech, Reading Group, Math AIS, Band Lessons). Students may have to attend small group instruction classes during this time or be contacted by a teacher if there is evidence that the work submitted shows some misunderstanding.
3:15-3:40	After School Hours	Extra help available as needed.



BUDGET AND FISCAL MATTERS

Economic Overview

Waterloo Central school's operations are funded through a blend of many revenues. State aid makes up approximately 60% of the budget, Taxes make up 30%, Pilots are 2.3% and Medicaid and other revenues make up the balance of 7.7%. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19.

School District Fiscal Preparedness

Waterloo Central School's reserves are approximately 85% capital, retirement, and employee benefit accrued liability reserve (EBALR) reserves. With a diminished prospect of increases in state aid, enactment of legislation to relax rules around withdrawals from certain purpose driven reserves would provide the district additional flexibility in budgeting for the upcoming years.

If Waterloo Central School uses reserves to balance the budget in the current crisis it has the potential to have long-lasting effects.

2020-21 Enacted State Budget

Governor Cuomo's Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of \$825 million, or 3 percent. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction of \$737,595 in state-funded aid proposed in January was partially offset by an increase in emergency federal funds.

9 Source: PTRC balance divided by budgets

Pandemic Adjustment and CARES Act Funds

State Aid for all districts was reduced in the 2020-21 school year by a total of \$1.13 billion through a "Pandemic Adjustment", which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Waterloo had a pandemic adjustment of \$512,242. School districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the amount or reductions is unknown at this time. CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.



Potential Further Aid Reductions

The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly \$1.2 billion.¹¹ Combined with other budget actions; the remaining gap was projected to be \$8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap. Waterloo Central School does not know at this time what the direct impact this will have on its funding.

180 Day Calendar and Attendance Reporting for State Aid Purposes

School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements.

The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue the same information, based on the schedule provided for the average student, rather than reporting for each individual student. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, the Waterloo school district was eligible to apply for a waiver from the minimum instructional hour requirement for the 2019-20 and the district understands that the requirement may be waived for the 2020-21 school year.

To the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.

11 See: <https://www.budget.ny.gov/pubs/archive/fy21/enac/fy21-enacted-fp.pdf> page 14



Flexibility in Non-NYSED-Governed Activities

While budget and fiscal matters have implications in nearly all operational and instructional program areas, the laws, regulations, and business rules are largely outside of the discretion of the State Education Department. Below are a few areas where recommendations have been made to NYSED staff that deserve further consideration by state policymakers:

- Reserve funds: consideration for providing temporary flexibility in the immediate use of designated or restricted reserve funds, and requirements to repay funds over a set period of time
- Transportation issue: as mentioned in the Transportation section of this guidance, providing flexibility on the adoption of contracts with providers and pursuing a streamlined bus driver licensing process with the Department of Motor Vehicles to ease the burden of hiring new bus drivers
- Personal Protective Equipment (PPE) and technology purchases: provide more avenues for shared service agreements and ease burdens on BOCES to expanding service in this

Flexibility for Budgetary Transfers

It is anticipated that there may be costs in 2020-21 that districts did not budget for in necessarily the correct account codes. In particular, the need for additional equipment has been noted above. Flexibility for budget transfers in the 2020-21 school year only for additional equipment needed (associated with re-opening and the maintaining of buildings primarily) would help school districts in that position. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is considered a non-contingent expense (generally) and transfers into non-contingent line items are prohibited. This determination appears to be based primarily on Formal Opinion of Counsel No. 213 (www.p12.nysed.gov/mgtserv/budgeting/handbook/appendixg.html).

In addition, Waterloo School District does maximize their state-aided hardware in order to ensure that all necessary equipment is being purchased.

Tax Collection

School districts that rely on banks or other outside entities, such as a town, to collect school taxes, could face an issue of capacity for in-person collection. Limited staffing or hours may make it more difficult for taxes to be paid in the period without penalty. Waterloo will review their tax collection process to try and anticipate any issues or problems that they may face based on the ability of residents to pay taxes in person and without penalty.



Other Considerations

All existing state aid reporting requirements and deadlines must be maintained; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Additional costs for PPE, transportation, food service, and other mitigation needs will likely be necessary. Waterloo School District cannot assume that additional state or federal support will be available beyond what has already been budgeted for the 2020-21 school year and will need to plan accordingly.

Resources

[Flexibility in Maximizing Instructional Materials Aid, including Hardware Aid](#)

[Smart Schools Bond Act](#)

ATTENDANCE AND CHRONIC ABSENTEEISM

As described in the Technology and Connectivity section of this guidance, remote learning did not work for everyone during the spring 2020 school closures. In many schools and districts, large numbers of students did not log on or otherwise participate in online learning opportunities. Waterloo CSD will use a variety of creative methods to reach out to students and their families who did not engage in distance learning, including surveys, phone calls, connect ed messages, Parent Square, daily contact during summer school, and home visits. School policies and procedures focus on the academic consequences of lost instructional time and address absences before students fall behind in their learning. Initiating an educational neglect or Person in Need of Supervision (PINS) proceeding will be a last resort; Waterloo CSD will continue to work with local departments of social services prior to bringing any legal action against students or their families.

Attendance for Instructional Purposes

Reopening Mandatory Requirements

- Waterloo CSD will use SchoolTool student management program to track daily and class attendance of all students that are participating either remotely or in-person.

Attendance Considerations

- Flexibility will be considered when monitoring attendance in a remote mode or hybrid model. Parent schedules, availability of technology or other barriers may preclude students from connecting with teachers at a certain time
- When in the remote mode of a hybrid, in-person/remote learning model, Waterloo CSD will record students' attendance in all subject areas.



Attendance for Reporting Purposes

Reopening Mandatory Requirements

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. Attendance of UPK students is not mandatory but will be taken in order to promote healthy attendance practices prior to entering Kindergarten.

Attendance must be reported by any reporting entity that is required to take attendance; Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling 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; 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.

- The Waterloo CSD implements a Tiered system of support for attendance
 - Tier 1: Daily synchronous instruction, daily attendance, academic performance, weekly check-in of student attendance with the building principal
 - Tier 2: Daily preventative phone calls for student attendance and engagement
 - Tier 3: Home visits
- Weekly progress reports for school engagement reported weekly
- Identify and prioritize our students who struggle with attendance in a remote learning environment
- Expectations regarding student attendance and engagement will be communicated to families prior to the start of the school year
- Create plans for direct contact with families in their preferred form of communication
- Home visits when appropriate with two district employees or a community partner
- Utilize secretaries for making phone calls
- Each school will have individualized plans for chronic absenteeism that is unique to their MTSS student, student population, and articulated student and family needs



Chronic Absenteeism

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines.¹² Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month.

- Chronic absence includes all absences from instruction, both excused and unexcused. Instead of school policies and procedures focusing on truancy, it is essential for school attendance policies to focus on the academic consequences of lost instructional time and for the school procedures to address absences before students fall behind in school.
- During these challenging times, the development of positive school relationships may be a lifeline for students disconnected from school.
- Although flexibility is recommended when monitoring attendance in a remote instructional model, for students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, districts and other schools should explore a variety of methods for reaching out such as:
- phone calls to families are often the simplest solution and provide an immediate opportunity to offer resources and assess student and family needs

¹² Balfanz, Robert & Bymes, Vaughan. Chronic Absenteeism: Summarizing What We Know from Nationally Available Data, John Hopkins University Center for Social Organization of Schools, May 2010.

- where families do not respond to phone calls, texting may offer a lower-stress alternative and a subsequent phone call can be arranged
- seeking out adults in the school who have established a connection with the student and/or family may yield improved results. Counselors, coaches, social workers, and psychologists are often logical choices, in addition to teaching staff. Social media contact or using friends to reach out can also be effective strategies.
- Assign each student an “ally” – an adult who is responsible to check in on the student every day, whether instruction is in-person, remote, or online.
- School districts and other school entities have the responsibility to provide translation for families who speak a language other than English in the home. Once contact is made, emphasis should be on addressing the student’s or family’s barriers to “attendance” or engagement with instruction.

Resources

[Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the COVID Era](#)



TECHNOLOGY AND CONNECTIVITY

To assess the level of internet access for each Waterloo student, a survey was sent and completed by families July 2020.

- The district provides devices to all staff and students. To assure internet access to students and teachers **who currently do not have sufficient access we have 45 hotspots available.**
- **We will investigate the possibility to add outside access points to all buildings.**
- Directions for logging into WCSD digital programs is located on the waterloocsd.org website as well as video resources. <https://www.waterloocsd.org/domain/296>
- A survey was sent to parents and guardians to determine the level of access to computing devices and high- speed internet to which students have access in their places of residence.
- Waterloo's Director of Personalized Learning and Innovative Programming is providing a variety of workshops with summer. Ongoing trainings through July and August 2020. Online videos inhouse and through BOCES are available. Virtual trainings will be provided for parents/guardian/families.
- Provide instruction to students to build digital fluency. Waterloo CSD has instruction for students in place to build digital fluency. Additional resources are being developed currently for direct instruction for students for using devices and programs in and out of school.
 - Teachers will be providing synchronous instruction
 - How to videos from student perspective
- Adjust Information Technology (IT) Support as necessary to support teachers, students, and families. The following innovative strategies identified by NYS educators may be possible considerations for increasing IT support:
 - Migrated to Intune which allows remote updates, software installations and device refresh if needed offsite.
 - Tech-Savvy Staff: Designate staff members to provide ongoing support with technology to students, teachers and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area. Develop list of staff, instructional tech team, expanding by building if extra help is needed.
 - Student Technology Support: Several schools across NY have student technology support programs. [The May 2018 Edition of NYSED's Ed Tech Innovators Newsletter](#) high- lighted several examples. Student tech team depending on where we are at.
 - Video Library: Create a video library on tech tutorials for student, teacher, and family technology use. BOCES and inhouse videos being developed for use of programs. School website under technology section has teacher resource, student resource and parent resource. Available now.



- Ensure student data privacy and security will be maintained and that the school and/or district are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations. Director of Personalized Learning and Innovative Programming has looked at inhouse software and completed Ed2 law with staff. Reviewed approved list of websites available for staff.
 - Streamline for staff
 - K-2 Seesaw
 - 3-12 Schoology
 - Microsoft Teams for live teaching and Video Conferencing/Meeting
 - Microsoft Edge for the default browser for logging in automatically
 - Consider streamlining the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, platforms, and resources utilized during school closures.
- Provide both support and flexibility to students when designing remote/blended/online learning experiences.
 - Work with colleagues, students, and families to identify multiple effective structures and supports. Open deadlines, ambiguous expectations, and/or lack of direct support from a qualified educator are difficult conditions for students and families. Students who participated in the Regents' Reopening Task Force Meetings indicated that students who felt supported by their teachers and schools were more likely to have increased levels of engagement during remote learning. Surveys were given to all. School Schedule taskforce group will streamline platforms for consistently in methods and communication for instruction. Videos on website, remote PD, Connect Ed messaging, Parent Square, Facebook and Twitter.
 - Examples of structures and supports could include, but are not limited to, consistent methods of communication and times that communications are sent, predictable deadlines, and the provision of instruction in multiple modalities (recorded video, recorded audio, written translation).
- Provide flexibility to decrease stress and increase equitable access for students and families. Older students may be taking on responsibilities such as caregiving or working outside of the home and may not be available during traditional school hours. Younger students may not be supervised by a parent or guardian during the school day, and their caregivers may not be able to effectively guide remote/online instruction.
 - One area requiring flexibility is printing. Many students do not have access to a printer, especially if libraries are closed. Alternative learning activities that do not require students to print will be assigned.
 - Other examples of flexibility include, but are not limited to, weekly instead of daily deadlines and choice boards with activities requiring varied levels of technology access. For students with extremely limited internet access, schools may wish to provide materials and assignments on a flash drive or other file storage device.



Resources

- [Aurora Institute \(Formerly iNACOL\) Continuity of Learning Resources](#)
- [CoSN Guidance and Resources](#)
- [ISTE Providing Effective and Equitable Digital Learning for all Students: Key Considerations for Districts](#)
- [Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During the COVID-19 Pandemic School Closures and Beyond](#)
- [NYSED: Funding Educational Technology](#)
- [SETDA E-Learning Coalition](#)

TEACHING AND LEARNING

Reopening Plan Mandatory Requirements

All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

Current Continuity of Learning

Plan: <https://www.waterloocsd.org/site/handlers/filedownload.ashx?moduleinstanceid=5316&dataid=8920&FileName=Continuity%20of%20Learning%20Plan.pdf>

For Remote/ Hybrid/ In-Person Instruction at Waterloo CSD:

- Summer school model will be used to determine successful strategies for engagement, attendance, and content competency practice
- Consistent platforms of SeeSaw, Schoology, and Microsoft Office will be used District-Wide
- Daily synchronous instruction with teacher contact
- Includes a synchronous schedule for students and teachers
 - Purposeful instruction using the SAMR model to ensure engagement and meaningful instruction with technology and remote learning
- Teachers within departments and grade levels will plan together and create consistency within grade level/subject area classes
- Accountability and expectations for students.
- Attendance and completion of work
- Level of understanding and grading
- Standards based learning, grading, understanding
- Rubrics will be developed for expectations with standards of competency
- Training for parents, students and staff on using online learning tools
- Instructional staff will consider transferring all materials into Schoology at start of school year
 - Paper copies will not be provided unless necessary. If they are needed, students will be expected to phone conference with teachers during class time



- Feedback will be provided to promote student growth in learning concepts and meeting standards.
- Communicate the importance of meeting expectations with demonstrate mastery of standards to students and families
- Consistent messaging (timing and platform) will address email fatigue for students and fatigue of being online
- Set schedule which includes synchronous instruction with consistent platforms will be provided
- Consistent schedules will assist with student services for special education and intervention
- Overlapping schedules of multiple students (some open time for students to get extra help)
- Clear, communicated plan for parents to follow regarding technology issues

Communication to parents will include:

- Email from teachers
- Consistent updates on SchoolTool
- Communicated plan for parents for how they can expect to get information on how their child will be doing in a remote learning environment
- An option for teachers to consider will be to host a weekly video call just for parents. As a check-in or Q&A session to help keep families on the same page with expectations and work
- Set office time for parents to talk with teachers
- Electronic checklist/calendar for assignments on Schoology or See-Saw for students to keep them on track
- Intervention, special ed, therapists, special area teacher as co-teacher on See-Saw and Schoology will be considered during rostering to have their own class
- Technology Department will continue to support families at home as necessary

Hybrid:

- Include all aspects of remote learning for students, families, staff when they are learning at home
- Prioritizing students who come to school including students without connectivity with a hot spot (difference between coverage and access)
- Tech department will continue to conduct home visits to test hot spots
- Students at home will participate in live class
- Students can access recordings of classes for students who are absent due to illness, etc.
- Attendance will be taken for both in-person and remote learning
- Block scheduling with MS/HS, minimize movement following sanitizing
- Students at home would be on the same four block schedule
- Students would be taught by the teachers they have both in school and remotely
- Performance Arts and Physical Education
 - Required 12 feet diameter around each student
 - No physical contact
 - Using outside space as weather allows
- Music will have additional sections added for instrumental music and chorus to reduce the number of students
- Visual Art instruction can also take place outside



- PE is a required class K-12 with specified minutes
 - Yoga
- PE will also use outdoor space as weather allows
- Playgrounds will remain closed

- All curriculum maps will be followed and are aligned to Next Generation State Standards
- Diagnostics, benchmarks, interim assessments will be used to review student progress
- Adjusting pacing guides may be necessary to support student gaps in learning
- SEL/well-being will be taught and integrated
 - In academics
 - Second Step

Instruction will be aligned with the outcomes in the [New York State Learning Standards](#).

Equity must be 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.

Instruction will be 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).

Waterloo CSD has created a clear communication plan for how students and their families and caregivers can contact the school and teachers with questions about their instruction and/or technology needs. 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, or by phone).

Considerations for Reopening plans

- Waterloo CSD has developed instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).
- Waterloo CSD has developed a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
- Waterloo CSD will maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed,



spend time on socialization and creating a climate of safety, comfort, and routine.

- Waterloo CSD will Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic *and* social-emotional needs are addressed.
- Waterloo CSD has provided opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
- Waterloo CSD will provide additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.
- Waterloo CSD will continue to offer training and support for students and families and caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

Early Learning

Reopening Plan Mandatory Requirements

Waterloo CSD and Skoi-Yase Primary School have including Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.

Health and Safety Considerations

Waterloo CSD will follow all guidelines set forth by the New York State Department of Health when planning for 2020-21 Prekindergarten programming. The following health and safety guidance should also be considered:

- Family style eating will not be practiced due to social distancing requirements and for health and safety requirements.
- For classrooms without an interior bathroom, an adult will accompany each child to and from the bathroom outside the classroom and ensure that proper handwashing protocols are followed.

Instructional Practices and Programming Considerations

- While the Department recognizes the importance of teacher and student interaction and peer interaction as part of the best practices of Early Learning, districts, Waterloo CSD UPK will refrain from strategies and practices that encourage physical contact, such as hand-holding buddy systems.
- Waterloo CSD will be cognizant of the amount of time young learners are spending directly viewing screens. Time spent learning remotely can be devoted to authentic learning activities at home. For suggestions on websites and activities, please visit NYSED's [Continuity of Learning webpage](#).



Staffing Regulatory Flexibilities

To provide flexibility for in-person Prekindergarten programs in the 2020-2021 school year, the following will be allowable:

- Primary Instruction
 - Primary instruction will be delivered by a certified teacher as outlined in Education Law sections 3602-e and 3602-ee.
 - For flexibility and to comply with social distancing requirements for the 2020-21 school year, another staff member can oversee students during learning centers in an alternate learning space so the lead teacher can provide primary instruction to students.
- Staffing Ratios
 - [NYCRR 151-1.3](#) requires that for classes with 18 or fewer students, 1 teacher and 1 paraprofessional are required to be in the classroom. For classes with more than 18 students, but not exceeding 20 students, 1 teacher and 2 paraprofessionals are required to be in the classroom. To provide flexibility and to maintain social distancing requirements, in the 2020-21 school year, districts may choose to offer smaller Prekindergarten class sizes with only 1 certified teacher in the room.
 - For 4-year-olds: 1 teacher in a classroom with up to 8 students including, but not limited to, preschoolers with disabilities and English Language Learners.

Cohorts Consideration

- Waterloo CSD UPK will “cohort” students to limit the potential exposure to the COVID-19 virus. For the younger students, this means that they are self-contained, preassigned groups of students with reasonable group size limits.
- Waterloo CSD will enact measures to prevent intermingling between cohorts, to the extent possible and make reasonable efforts to ensure that the cohorts are fixed, meaning containing the same students for the duration of the COVID-19 public health crisis.
- Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

Waterloo CSD UPK Half-Day Program

- Half-day UPK programs may operate two sessions for 3 hours a day and consider operating their half-day Prekindergarten and Kindergarten classes for 2.5 hours of instructional time per day to allow for



proper sanitization of the classroom between sessions.

Prekindergarten/Kindergarten Screening Considerations and Flexibility

- Prekindergarten and Kindergarten screening should be done as soon as possible, following guidance from the New York State Department of Health.
- Under [NYCRR 117.3\(b\)](#), districts have until December 1, 2020 to complete screening of new students. Students who were screened by the district as a Prekindergarten student, under regulations, do not have to be screened in Kindergarten.
- To allow for flexibility, in the event schools are closed due to COVID-19, any student entering New York State public schools for the first time or who are re-entering a New York State public school with no prior screening record after December 1, 2020, should be screened as soon as practicable.
- To the greatest extent possible, the Emergent Multilingual Learner language profile to assess home language exposure should be administered to newly enrolled Prekindergarten students as soon as practical.

Considerations for Volunteers, Visitors, and Service Providers

- There will be no classroom volunteers or unnecessary visitors to the classroom
- Any visitors to the school or classroom will be given explicit instruction on the school's sanitation and hygiene practices
- While in prekindergarten classrooms, all visitors will follow all the health guidance and protocols set forth by the Department of Health
- Disability service providers for preschoolers will follow all health and safety protocols set forth by the Department of Health, districts, and eligible agencies (including CBOs) prior to entering the classroom.

Grades K-6

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State Learning Standards. Schools must ensure that students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

There are no subject specific time requirements in grades K-6 for any subject with the exception of physical education (see separate section on PE). Educational programs delivered in these grades should employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with these young learners.



Schools must plan for the possible contingency of fully remote learning. Remaining connected with a methodology in place to support student learning while at home must be considered in a school's reopening plan. All students should have access to and interaction with an appropriately certified teacher on a regular basis. Understanding that there are challenges with remote instruction that are particular to certain school communities as well as individual students, schools should strive to ensure teachers have daily contact with students in order to support both their academic needs and social emotional wellbeing. Schools are responsible for developing a reporting mechanism to track teacher/student contact regardless of the instructional setting. (See Attendance section of this guide)

Physical Education Resources

[CDC Consideration for Youth Sports](#), Guidance as of June 12, 2020 from the [CDC COVID-19 Youth Sports Web Page](#).

[CDC Cleaning and Disinfection Community Facilities](#), Guidance as of June 12, 2020 from the [CDC Covid-19 Cleaning and Disinfection Web Page](#).

SHAPE- K-12 Physical Education Health Education and Physical Activity Re-entry: https://www.shapeamerica.org/advocacy/K-12_School_Re-entry_Considerations.aspx

CDC- Guidance as of 5/19/20: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-child-care/schools.html>

Academic Intervention Services

Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, districts shall use a district developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. Districts may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:

- Developmental reading assessment
- Benchmark and lesson embedded assessments
- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioners Regulations Part 117



Grading

Current practices and policies regarding grading will continue to be implemented during all three models of learning. Rubrics and practices will be developed within schools, grade levels, and specific courses as necessary.

Assessment

The District will implement its established assessment calendar which includes benchmarking, diagnostic, and interim assessments that have been locally developed. NYS Assessments and Regents results will also be included as they are administered in the future. Data Days using these results will establish student instructional needs for tiered intervention within the District's MTSS system.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As schools plan for reopening in September, attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, schools might consider the creation of extracurricular activities that can be continued remotely in the event of another shut down.

Per the [reopening guidance issued by the NYS Department of Health](#), schools/districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Schools/districts should refer to [DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency"](#) to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

Interscholastic Athletics

The [New York State Public High School Athletic Association](#) (NYSPHSAA) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.



The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available it will be shared on the [NYS PHSAA website](#)

Considerations for Athletics and Extracurricular Activities

- Restrict and/or limit use of school/district facilities to district or school sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/district facilities, schools/districts must ensure such organizations follow State and locally developed guidance on health and safety protocols.
- Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or has limited person-to-person contact.

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities and external community organizations that use school facilities must follow State and local on health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.

- Follow [New York State Department of Health guidelines](#) and [CDC guidelines](#) on wearing of masks, handwashing and social distancing.
- For more information on cleaning and disinfection, review sanitation guidelines from CDC at [CDC Cleaning and Disinfection Community Facilities](#), [CDC Reopening Guidance on Cleaning and Disinfection Public Spaces](#), [Workplaces](#), [Businesses](#), [Schools](#) and [Homes](#)

Athletics and Extracurriculars

The New York State Department of Health (NYSDOH) [“Interim Guidance For In-Person Instruction At Pre-K To Grade 12 Schools During The COVID-19 Public Health Emergency”](#) (July 13, 2020) states: *“Extracurriculars: Policies regarding extracurricular programs and which activities will be allowed, considering social distancing PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g. interscholastic sports, assemblies and other gatherings) Policies should consider how to maintain cohorts if applicable or members of the same household. Responsible Parties should refer to DOH’s [“Interim Guidance for Sports and Recreation During the COVID 19 Public Health Emergency”](#) to assist in development of these policies however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.”*

According to the NYSDOH (July 13, 2020), *“interscholastic sports are not permitted....additional information on athletic activities is forthcoming.”* The NYS PHSAA will attempt to preserve all athletic



seasons for the 562,000 student-athletes who annually participate in interscholastic athletics during the 2020-2021 school year.

Pending forthcoming guidance from the NYSDOH, the NYSPHSAA will provide member schools with a list of sports to be played at an appropriate time during the 2020-2021 school year taking into consideration sport risk assessment, social distancing protocols as well as CDC and NYSDOH guidance. The National Federation of State High School Associations' (NFHS) Sports Medicine Advisory Committee, in consultation with the United State Olympic and Paralympic Committee, has developed the following sport risk assessment based upon the potential of respiratory droplet spread:

Higher Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Examples: Wrestling, football, boys lacrosse, competitive cheer.

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

Examples: Basketball, volleyball, baseball*, softball*, soccer, ice hockey, tennis*, swimming relays, pole vault*, high jump*, long jump*, girls lacrosse.*

**Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants.*

Lower Risk: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.

Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, sideline cheer, cross country running (with staggered starts)

According to the CDC's "[Considerations for Youth Sports](#)" guidance" (May 29, 2020) the way sports are played, and the way equipment is shared can influence the spread of COVID-19 among players. When a school district is assessing the risk of spread, the following should be considered:

- **Physical closeness of players, and the length of time that players are close to each other or to staff.** Sports that require frequent closeness between players may make it more difficult to maintain social distancing, compared to sports where players are not close to each other. For close-contact sports (e.g., wrestling, basketball), play may be modified to safely increase distance between players.
 - For example, players and coaches can:
 - focus on individual skill building versus competition;
 - limit the time players spend close to others by playing full contact only in game-time situations;
 - decrease the number of competitions during a season.



Coaches can also modify practices so players work on individual skills, rather than on competition.

Coaches may also put players into small groups (cohorts) that remain together and work through stations, rather than switching groups or mixing groups.

- **Amount of necessary touching of shared equipment and gear (e.g., protective gear, balls, bats, racquets, mats, or water bottles).** It is also possible that a person can get COVID-19 by touching a surface or object that has the virus on it, and then touching their own mouth, nose, or eyes. Minimize equipment sharing, and clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.
- **Ability to engage in social distancing while not actively engaged in play (e.g., during practice, on the sideline, or in the dugout).** During times when players are not actively participating in practice or competition, attention should be given to maintaining social distancing by increasing space between players on the sideline, dugout, or bench. Additionally, coaches can encourage athletes to use downtime for individual skill-building work or cardiovascular conditioning, rather than staying clustered together.
- **Age of the player.** Older youth might be better able to follow directions for social distancing and take other protective actions like not sharing water bottles. If feasible, a coach, parent, or other caregiver can assist with making sure that athletes maintain proper social distancing. For younger athletes, youth sports programs may ask parents or other household members to monitor their children and make sure that they follow social distancing and take other protective actions (e.g., younger children could sit with parents or caregivers, instead of in a dugout or group area).
 - **Players at higher risk of developing serious disease.** Parents and coaches should assess level of risk based on individual players on the team who may be at higher risk for severe illness, such as children who may have asthma, diabetes, or other health problems.
 - **Size of the team.** Sports with a large number of players on a team may increase the likelihood of spread, compared to sports with fewer team members. Consider decreasing team sizes, as feasible.
 - **Nonessential visitors, spectators, volunteers.** Limit any nonessential visitors, spectators, volunteers, and activities involving external groups or organizations.
 - **Travel outside of the local community.** Traveling outside of the local community may increase the chances of exposing players, coaches, and fans to COVID-19, or unknowingly spreading it to others. This is the case particularly if a team from an area with high levels of COVID-19 competes with a team from an area with low levels of the virus. Youth sports teams should consider competing only against teams in their local area (e.g., neighborhood, town, or community).

The following information, pertaining to cleaning and disinfecting facilities, is included the NFHS' "[Guidance For Opening Up High School Athletic and Activities](#)":

- Adequate cleaning schedules will be created and implemented for all athletic facilities to mitigate



any communicable diseases.

- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms/offices, locker rooms, Fitness Center equipment, bathrooms, athletic training room table, etc.).
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer will be available to individuals as they transfer from place to place.
- Fitness Center equipment will be wiped down thoroughly before and after an individual's use of equipment.
- Appropriate clothing/shoes should be worn at all times in the Fitness Center to minimize sweat from transmitting onto equipment/surfaces.
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.
- Student-athletes will be encouraged to shower and wash their workout clothing immediately upon returning to home.

SOCIAL DISTANCING:

In accordance with the NYSDOH [*"Interim Guidance for Sports and Recreation During the COVID 19 Public Health Emergency"*](#) (June 26, 2020) the following could be utilized to ensure appropriate social distancing during interscholastic athletic participation.

- Waterloo CSD will ensure that for any indoor sport or recreational activity, capacity is limited to no more than 50% of the maximum occupancy for a particular area as set by the certificate of occupancy, inclusive of employees and patrons/players/spectators.
- Waterloo CSD will ensure a distance of at least six feet is maintained among student-athletes at all times, whether indoor or outdoor, unless safety or the core activity (e.g. practicing, playing) requires a shorter distance. If a shorter distance is required, individuals must wear acceptable face coverings, unless players are unable to tolerate a face covering for the physical activity (e.g. practicing, playing); provided, however, that coaches, trainers, and other individuals who are not directly engaged in physical activity are required to wear a face covering.
- Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings and disposable masks that cover both the mouth and nose.
- Waterloo CSD will put measures in place to reduce bi-directional foot traffic of patrons/players/spectators walking through the space using barriers, tape, or signs with arrows on sidewalks, walking paths, aisles, or hallways.
- Waterloo CSD will clearly designate separate entrances and exits, to the extent practicable.
- Waterloo CSD will rearrange waiting areas (e.g. lines, parking areas) to maximize social distance among other patrons/players/spectators and minimize interaction with others in the area.



- Waterloo CSD will ensure individuals not participating in sports or recreation activities (e.g. coaches, spectators) wear appropriate face coverings when they are within less than six feet of other individuals, unless a physical barrier is present. Additionally, employees must wear face coverings any time they interact with patrons/players/spectators, regardless of physical distance.

For spectators, the following additional safety measures apply:

- For sporting events, Waterloo CSD will limit spectators to **two** spectators per player.
- Waterloo CSD will ensure spectators maintain six feet of physical distance between individuals and/or family/household units at all times and all spectators must wear face coverings when they are in common areas and situations where six feet of distancing is not able to be maintained, so long as they are over the age of two and medically able to tolerate such covering.
- Waterloo CSD will facilitate appropriate distancing through the use of markings on the ground or seating areas, and other signage.
- Waterloo CSD will ensure that, among all spectators, no individual group exceeds the gathering limit that is currently in place for the region.
- Waterloo CSD will facilitate appropriate gathering size through the use of signage and/or staff to ensure groups are aware of and adhere to guidelines.

The following information, pertaining to social distancing, is included the NFHS' "[Guidance For Opening Up High School Athletic and Activities](#)":

PREVENTING TRANSMISSION:

The following information has been provided to State High School Athletic Associations by the National Federation of State High School Association (NFHS) to minimize COVID-19 transmission for interscholastic athletic participation.

Considerations for Coaches:

- Communicate guidelines in a clear manner to students and parents.
- Consider conducting workouts in "pods" of same students always training and rotating together in practice to ensure more limited exposure if someone develops an infection.
- Keep accurate records of student-athletes and staff who attend each practice in case contact tracing is needed.
- Clean and disinfect frequently touched surfaces and exercise equipment.
- Pre and Post Game/ Contest Ceremony: Establish social distancing meet protocols including the elimination of handshakes before and after a contest.
- Social distancing of at least 6 feet should be maintained at all times. No hugging, shaking hands, or fist bumps for support/encouragement.



Considerations for Student-Athletes:

- Consider making each student responsible for their own supplies.
- Students should wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout immediately upon returning home.
- Hand sanitizer will be plentiful at all contests and practices.
- Create an environment where it is an expectation to tell coaches immediately when they are not feeling well.
- Cloth face coverings are permitted.
- Bring your own water bottle.

Considerations for Officials:

- Bring personal hand sanitizer. Wash hands frequently
- Don't share equipment.
- Follow social distancing guidelines.
- Pre and Post Meet conferences.
- Consider using electronic whistle.
- Do not shake hands.
- Officials personnel may wear cloth face coverings at all times.

Considerations for Parents:

- Make sure student-athletes and immediate household members are free from illness before participating in practice and competition (if there is doubt stay home).
- Provide clearly labeled personal items for student-athletes.

MAINTAINING COHORTS:

According to the CDC's "[Considerations for Youth Sports](#)" guidance" (May 29, 2020) youth sports organizations may consider implementing several strategies to maintain healthy operations.

Identifying Small Groups and Keeping them Together (Cohorting)

- Keep players together in small groups with dedicated coaches or staff, and make sure that each group of players and coach avoid mixing with other groups as much as possible. Teams might consider having the same group of players stay with the same coach or having the same group of players rotate among coaches.
- Consider staging within-team scrimmages instead of playing games with other teams to minimize exposure among players and teams



Staggered Scheduling

- Stagger arrival and drop-off times or locations by cohort (group) or put in place other protocols to limit contact between groups and with guardians as much as possible. One example is increasing the amount of time between practices and competitions to allow for one group to depart before another group enters the facility. This also allows for more time to clean the facility between uses.

NFHS On-Line Course

COVID-19 for Coaches and Administrators

The COVID 19 pandemic presents a myriad of challenges to high school athletic and activity programs. To help address some of those challenges, the National Federation of State High School Associations has developed "COVID-19 for Coaches and Administrators" linked below:

<https://www.nfhslearn.com/courses/covid-19-for-coaches-and-administrators>

The NFHS Sports Medicine Advisory Committee developed "[Guidance for Opening Up High School Athletics and Activities](#)" to aide state associations during this unprecedented event. The online course presents material from that document along with some other helpful information and materials to assist school administrators and coaches conduct workouts, practices and contests as safely as possible.

The following protocols are based upon the most current CDC guidelines as of July 21, 2020:

In the event a student-athlete is found to be COVID-19 positive the following may be utilized:

1. Contact the Chief School Physician and make them aware of the diagnosis.
2. Immediate removal of the student-athlete from school and athletic participation.
3. Refer the student-athlete to their primary care physician for guidance.
4. Use contact tracing to identify potential at risk persons who may have had close contact (close contact is defined in most literature/protocols as exposure to a person within 6 feet for >15 minutes with or without a mask).
5. Document those persons who are determined to be "at risk" and refer them to their primary care physician.
6. At the discretion of the primary care physician, individuals who are deemed "at risk" may be required to self-isolate and monitor symptoms for 14 days AND/OR obtain a COVID-19 test for verification.

A. Those who test positive and develop symptoms in isolation, should then monitor symptoms for 10 days after onset and be fever free for 24 hours before returning to school or sport

B. Those who test positive and do not develop symptoms can return after 10 days from the initial positive test.



NYSPHSAA has shared this chart which could be used to return student-athletes to participation following a positive COVID-19 diagnosis:

COVID-19 GRADUATED RETURN TO PLAY FOR PERFORMANCE ATHLETES: GUIDANCE FOR MEDICAL PROFESSIONALS

INDICATORS OF COVID-19 INFECTION

SHORTNESS OF BREATH

NEW PERSISTENT DRY COUGH

GI SYMPTOMS SUCH AS DIARRHOEA & NAUSEA

LOSS OF TASTE AND SMELL

FEVER

THIS GUIDANCE IS AIMED AT ATHLETES WITH MILD TO MODERATE SYMPTOMS OF COVID-19. ATHLETES SHOULD FOLLOW LOCAL GOVERNMENT GUIDELINES OF COUNTRY OF RESIDENCE FOR MANAGEMENT OF SYMPTOMS INCLUDING ISOLATION AND TESTING PROCESSES. ATHLETES WHO HAVE MORE COMPLICATED INFECTIONS, OR REQUIRED HOSPITAL SUPPORT SHOULD HAVE A MEDICAL ASSESSMENT BEFORE COMMENCING GRTP. ASSESSMENT MAY INCLUDE:

BLOOD TESTING FOR MARKERS OF INFLAMMATION (HS-TROP BNP, CRP). CONSIDER RENAL & HAEMATOLOGY MONITORING

CARDIAC MONITORING (ECG, ECHO, EFT, CARDIAC MRI)

RESPIRATORY FUNCTION ASSESSMENT (SPIROMETRY)

10 DAYS REST FROM ONSET & **AT LEAST 7 DAYS** SYMPTOM FREE & **OFF ALL TREATMENT** (E.G. PARACETAMOL) → **GRTP GRADUATED RETURN TO PLAY PROTOCOL**

GRADUATED RETURN TO PLAY PROTOCOL UNDER MEDICAL SUPERVISION

	PHASE 1 WALKING	PHASE 2 LIGHT JOGGING	PHASE 3 MIDDLE INTENSITY	PHASE 4 HEAVY TRAINING	PHASE 5 NORMAL TRAINING	PHASE 6 RETURN TO COMPETITION
ACTIVITY DESCRIPTION	WALKING (30 MIN)	WALKING (30 MIN) + LIGHT JOGGING (5 MIN)	WALKING (30 MIN) + LIGHT JOGGING (10 MIN)	WALKING (30 MIN) + LIGHT JOGGING (15 MIN)	WALKING (30 MIN) + LIGHT JOGGING (20 MIN)	WALKING (30 MIN) + LIGHT JOGGING (25 MIN)
EXERCISE ALLOWED	WALKING, JOGGING, STRETCHING	WALKING, JOGGING, STRETCHING	WALKING, JOGGING, STRETCHING	WALKING, JOGGING, STRETCHING	WALKING, JOGGING, STRETCHING	WALKING, JOGGING, STRETCHING
% HEART RATE MAX	50%	60%	70%	80%	90%	100%
DURATION	30 MIN	35 MIN	40 MIN	45 MIN	50 MIN	55 MIN
OBJECTIVE	NO MORE SYMPTOMS THAN ONSET OF COVID-19	NO MORE SYMPTOMS THAN ONSET OF COVID-19	NO MORE SYMPTOMS THAN ONSET OF COVID-19	NO MORE SYMPTOMS THAN ONSET OF COVID-19	NO MORE SYMPTOMS THAN ONSET OF COVID-19	NO MORE SYMPTOMS THAN ONSET OF COVID-19
MONITORING	SUBJECTIVE SYMPTOMS, RPE (1-6)	SUBJECTIVE SYMPTOMS, RPE (1-6)	SUBJECTIVE SYMPTOMS, RPE (1-6)	SUBJECTIVE SYMPTOMS, RPE (1-6)	SUBJECTIVE SYMPTOMS, RPE (1-6)	SUBJECTIVE SYMPTOMS, RPE (1-6)

ACRONYMS: I PRRS (INJURY - PSYCHOLOGICAL READINESS TO RETURN TO SPORT), RPE (RATED PERCEIVED EXERTION SCALE)
NOTE: THIS GUIDANCE IS SPECIFIC TO SPORTS WITH AN AEROBIC COMPONENT



SPECIAL EDUCATION

Students with disabilities were particularly impacted by the closing of schools in spring 2020. In some cases, these students were unable to fully access the programs and services they needed to progress academically, particularly those programs and services that are best delivered in person. School reopening plans must always consider the special needs and requirements of students with disabilities. Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. School reopening plans must provide 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 consideration of the health, safety, and well-being of students, families, and staff, school reopening plans must be 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.

NYSED's Office of Special Education (OSE) has created guidance documents to address frequently asked questions raised by parents, educators, administrators, and other key stakeholders regarding the implementation of special education programs and services and the provision of FAPE during this public health crisis. The OSE guidance is based on current information released from the United States Department of Education (USDE) as well as information contained in New York State Executive Orders and New York State Department of Health guidance. For your reference, links to the relevant federal and NYS resources are included at the end of this section.

Reopening Plan Mandatory Requirements

- The school reopening 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.
- The Waterloo CSD will document provision of FAPE for students with disabilities via an Individualized Special Education Planning document (see sample in Appendix). The document identifies services to be provided in-person, remote and hybrid models
- The school reopening 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.
- Parents will be offered multiple ways to engage in the planning of their child's education. Parents were invited to be participants in the Special Education sub-committee stakeholder group for reopening planning. Parents are invited to all CSE/CPSE meetings. All invitations are sent in the parent's preferred language or mode of communication. Attendance is tracked for all CSE/CPSE meetings. Case managers call and send home additional written reminders of the meeting. The



Individualized Special Education Planning document indicates the school staff member, schedule, and type of communication with the parent. Case managers will provide parents with personal contact information for parents to reach case managers as needed throughout the school year. Prior written notice, IEPs, and other CSE/CPSE documentation will be translated for parents in need.

- The school reopening 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.
- The Director of Pupil Personnel Services has regular communication via phone, electronic, and video conferences with staff of BOCES and private placements (referred to as out of district placements). The Director communicates with staff of Seneca County and CPSE settings. Both CPSE settings and out of district placements have sent the Director plans for remote learning. Settings will continue to send these plans, including in-person, remote, and hybrid models. The Director will request that these settings consider using the district created Individualized Special Education Planning document for each Waterloo student served. The Director will contact placements on a regularly scheduled basis to ensure provision of services and monitoring of progress. Placements will submit progress notes on the same schedule of student reports cards (secondary-quarterly; elementary-trimester). Out of district placement staff will participate in all CSE/CPSE meetings for students whom they serve. Students who attend Career and Technology Center will have in district case managers. These case managers will communicate with Career and Technology Center staff to ensure implementation of IEP in that setting.
- The school reopening 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.
- The Individualized Special Education Planning document will identify access to accommodations, modifications, supplementary aids and services, and technology needed to meet individual students' needs. These are identified on the IEP, as well. On the planning document the way in which these will be ensured in a remote, in-person, and hybrid situation will be explicit. Special education teachers will share individualized documents with general education teachers who work with students with disabilities. Case managers will identify consultation schedules with general education teachers to support students with disabilities in the general education setting. Teachers will have access to electronic tools such as Schoology to provide accommodations for students and to collaborate electronically to support students.
- The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.



- The Individualized Special Education Planning document will identify the programs and services offered and provided to students with disabilities in-person, remote, and hybrid situations. The plan will identify the schedule of parent communication as well as preferred mode/language. The district will offer services as identified on the IEP to the greatest extent possible while keeping the health and safety of students first. Any changes to the IEP will be documented and provided to the parent in their preferred language/mode of communication via prior written notice and copy of the IEP.

Considerations for Reopening Plan

- The school reopening plan encourages CPSEs/CSEs to prepare contingency plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.
- The Individualized Special Education Planning document will identify the programs and services offered and provided to students with disabilities during in-person, remote, and hybrid situations. In the event of a closure, case managers will defer to the remote learning portion of the document to provide services.
- The school reopening plan considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible.
- Waterloo CSD will prioritize students with disabilities and will offer in-person services to the greatest extent possible.

Least Restrictive Environment (LRE)

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. Schools are encouraged to be creative in ensuring that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. If providing in-person instruction, schools must ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.

- At annual review meetings the CSE/CPSE will discuss special education programming and continue to identify the least restrictive environment for each student. Students will be provided instruction with their non-disabled peers to the greatest extent possible. Consultant teacher services are provided at every grade level.



LRE Documentation

As schools plan to reopen and make determinations about how students with disabilities will receive access to the LRE, they must consider how that process is documented, including who is involved in making those determinations. Schools should consider how the parent voice in making LRE considerations is documented.

- Attendance and minutes will be taken at each CSE/CPSE meeting, documenting how students will receive access to the LRE and who will be involved in the determination. Case managers will have continuous contact with parents. Invitations to all CSE/CPSE meetings will be sent to parents. Case managers will call and send follow up written communication to remind parents of upcoming meetings. Parents will be offered a variety of ways to attend meetings; in-person, phone, and/or video conference.

IEP Implementation

Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued OSE guidance, school districts must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. Schools will need to determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as they plan for various types of instructional models including in-person and remote learning. When providing remote services, schools should continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents.

- Students with disabilities are a high priority subgroup of students and will be offered in-person services to the greatest extent possible. Students with disabilities who have medical needs or whose parents elect a remote setting, will be provided instruction remotely. Individualized documentation will be tracked on the Individualized Special Education Planning document.

Progress Monitoring

Teachers and service providers must continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present



levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

- All goals will be monitored as identified on the IEP. Special education teachers will identify the tracking process used on the Individualized Special Education Planning document. This document will be shared with parents. Parents will be provided progress notes at the same frequency as general education report cards (elementary-trimester, secondary-quarterly). Special education teachers and related service providers will use a variety of data collection methods including (but not limited to), written assignments, teacher/provider checklists, tests/quizzes, student writing samples, etc.

Best Practice for Contingency Plans

In March 2020, NYSED provided guidance in conformance with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, CPSE/CSE should prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.

Compensatory Services

Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CPSEs/ CSEs must make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year.

- Compensatory services will be discussed and explained at the special education department meetings. Case managers will document student progress as identified on the individualized planning documents. Students who are not showing growth or who are demonstrating a loss of skills will be identified. The CSE/CPSE committee will come together for a requested review and determine the need for compensatory services for these identified students. At that time, the CSE/CPSE will also identify how the compensatory services will be provided. All students' progress will be discussed at annual reviews as well, this is an additional opportunity to examine the possible need for compensatory services.

IEP Implementation Documentation

- Schools must determine how they will process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction.



- The Individualized Special Education Planning Document identifies the in-person, remote and hybrid models for each student.
- Schools must determine how documentation will be maintained on the instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.
- The Individualized Special Education Planning Document will be reviewed at CSE/CPSE meetings. Plans will be shared electronically with the Director of Pupil Personnel Services. The Director will review these regularly and open for discussion at CSE/CPSE meetings.
- Schools must consider how formative assessment and ongoing monitoring of student progress will be documented and maintained and how that documentation will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication.
- Progress notes will be provided to parents in their preferred language/mode of communication on the same reporting basis as report cards (elementary-trimester, secondary-quarterly). Case managers will communicate with parents as identified on the Individualized Special Education Planning Document. This communication will include discussion on student progress.
- Schools must maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- The Individualized Special Education Planning Document identifies the in-person, remote and hybrid models for each student. If school were to close services will defer to the identified remote learning section of the plan. Parent communication is a part of this document. Parents will provide input on the document. Parent contact logs will be kept documenting this communication.
- Schools must document the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.
- Compensatory services will be discussed and explained at the special education department meetings. Case managers will document student progress as identified on the individualized planning documents. Students who are not showing growth or who are demonstrating a loss of skills will be identified. The CSE/CPSE committee will come together for a requested review and



determine the need for compensatory services for these identified students. At that time, the CSE/CPSE will also identify how the compensatory services will be provided. All students' progress will be discussed at annual reviews as well, this is an additional opportunity to exam the possible need for compensatory services. Prior written notice and an IEP will be provided to parents in their preferred language/mode of communication as documentation of identified compensatory services.

Child Find

As schools reopen, it is important for school districts to remember their responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

Referral

Before referring a student for special education, school districts should take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the school district suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and request for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

- Waterloo CSD has an identified multi-tiered systems of support process for students who are in need of intervention. Students who are demonstrating gaps in their education, will be provided tiered interventions prior to being referred to special education. Supplemental instruction to mitigate educational gaps due to the closure could include (but is not limited to) small group instruction, reteaching of skills, additional time on particular content, and/or support of a reading teacher, etc. If the student is suspected of being a student with a disability, the student will be referred to the CSE. Parent consent is obtained prior to any evaluation.

Initial Evaluation/Reevaluation

Reopening plans must ensure that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology should be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. CPSEs/CSEs should review records to determine which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations. Schools should continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.



- Waterloo CSD is current with all evaluations. Waterloo CSD will continue to meet timelines for re-evaluations and initial evaluations. Students will be examined on an individualized basis to determine the need for in-person or remote evaluations. In some cases, portions of evaluations may be in-person while other portions are conducted remotely.

Eligibility Determination/Annual Review Meetings

School districts should develop clear procedures and expectations for CPSEs/CSEs to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. When conducting CPSE/CSE meetings, the parent of a student with a disability and a school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

- Waterloo CSD will continue to hold CSE/CPSE meetings. CSE/CPSE meetings may be held in-person, via phone and/or video conference. Parents will have input on the type of meeting held to the greatest extent possible.

Communication/Coordination

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

- The Individualized Special Education Planning Document identifies the in-person, remote and hybrid models for each student. If school were to close services will defer to the identified remote learning section of the plan. Parent communication is a part of this document. Parents will provide input on the document. Parent contact logs will be kept documenting this communication.

Meaningful Outreach and Engagement with Parents of Students with Disabilities

In addition to the communication efforts schools make for all students, parents of students with disabilities have a legal right to be informed regarding the identification, evaluation, educational placement, and the provision of FAPE to their child. Whether special education programs and services are provided in-person, remotely, or through a hybrid model, effective communication between school personnel and parents includes the following:

- Working collaboratively and creatively to help ensure there is an understanding of the school's



efforts to provide services consistent with the recommendations on the IEP and monitor student progress

- Individualized Special Education Planning Documents will be shared with parents to help them understand how the district will support their student in-person, remotely, and in hybrid models. These documents are in direct line with the recommendations on the IEP.
- Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.
- The planning document identifies the parent communication plan including the language/mode of communication preferred.

Procedural Safeguards and Prior Written Notice Requirements

- School districts must continue to provide the procedural safeguards notice to parents.
- Waterloo CSD sends procedural safeguards notice to parents one time yearly as identified in the Part 200 regulations. Parents of students who are initially referred to the CSE/CPSE are also sent procedural safeguards.
- School districts must continue to provide parents with prior written notice in a reasonable time before a change in the identification, evaluation, educational placement or provision of FAPE to the student.
- Waterloo CSD will continue to provide parents with prior written notice in a reasonable time before a change in the identification, evaluation, educational placement or provision of FAPE to the student.
- The procedural safeguards notice, prior written notice, and CPSE/CSE meeting notice may be provided to the parent by email if the parent elected to receive documents by email.
- Prior written notice is not required if instruction or related services continue to be provided remotely because remote learning and telepractice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement. If, however, based on current circumstances, revisions or additions to a student's IEP need be made to continue to meet the student's needs while school is closed due to COVID-19, such changes must be made by the CPSE/CSE at a meeting or through a written agreement with the parent to amend the IEP without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).



Partnership and Collaboration to Reflect All Settings Where Students are Served

The diverse educational needs of students with disabilities are reflected through the continuum of services that are provided in a variety of settings. As school districts are ultimately responsible for the provision of FAPE, frequent opportunities to interact with representatives from all applicable school settings will best facilitate the collective review of effective service delivery and student progress monitoring. For those students who are receiving special education programs and services in a charter school, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county, each school district must conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.

For those special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services must continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements. Successful and continued partnerships between program providers and school districts will reflect coordinated efforts necessary to best respond to student needs.

- The Director of Pupil Personnel Services has regular communication via phone, electronic, and video conferences with staff of BOCES and private placements (referred to as out of district placements). The Director communicates with staff of Seneca County and CPSE settings. Both CPSE settings and out of district placements have sent The Director setting plans for remote learning. Settings will continue to send these plans including in-person, remote and hybrid models. The Director will request that these settings consider using district created Individualized Special Education Planning document for each Waterloo student served. The Director will contact placements on a regularly scheduled basis to ensure provision of services and monitoring of progress. Placements will submit progress notes on the same schedule of student reports cards (secondary-quarterly; elementary-trimester). Out of district placement staff will participate in all CSE/CPSE meetings for students whom they serve.

Accommodations and Modifications

Schools must review their instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum.



Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Supplementary Aids and Services

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment. Schools must ensure students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.

- The Individualized Special Education Planning document will identify access to accommodations, modifications, supplementary aids and services, and technology needed to meet individual students' needs. These are identified on the IEP, as well. On the planning document the way in which these will be ensured in a remote, in-person, and hybrid situation will be explicit. Special education teachers will share individualized documents with general education teachers who work with students with disabilities. Case managers will identify consultation schedules with general education teachers to support students with disabilities in the general education setting. Teachers will have access to electronic tools such as Schoology to provide accommodations for students and to collaborate electronically to support students.

Technology

Schools should be aware of the students with disabilities requiring assistive technology that is used to increase, maintain, or improve their functional capabilities. Consideration needs to be given to ensure students have access to their working technology and any accompanying programs. Protocols detailing availability of an assistive technology service are necessary to directly assist a student in the selection, acquisition or use of an assistive technology device. Schools should consider providing parents and families with a list of individuals, including their contact information, available to respond to questions and concerns regarding the assistive technology device and/or service for their child(ren).

- Waterloo CSD contracts assistive technology services with Wayne Finger Lakes BOCES. Students who have identified assistive technology needs have consultation hours identified on their IEPs. These consultation hours may be provided in-person, remotely, or in a hybrid model. Parents of students with identified needs are provided with contact information for the assistive technology consultation provider. Case managers will monitor individual students and their possible need for assistive technology. Any student identified as possibly needing assistive technology will be referred for an evaluation. The assistive technology evaluation will be contracted through WFL BOCES. Parent consent will be obtained for any evaluations needed.



Budget and Finance Provisions for Approved Providers of Preschool and School-Age Programs Serving Students with Disabilities

Preschool and School-Age approved programs receiving funding under Article 81 and/or Article 89 of the Education Law pursuant to tuition rate setting methodology are subject to specific attendance and reimbursement rules. The Department remains committed to ensuring its guidance is responsive to these essential programs and to the students they serve.

Attendance and Enrollment

All schools must follow the provisions outlined in the Attendance for Instructional Purposes section of this report. For purposes of the tuition to be charged for nonpublic schools with approved special education programs, State-supported Schools, State-operated Schools, Special Act School Districts, pre-school special class and special class in an integrated setting programs, pursuant to NYS Education Regulation §175.6, a student with a disability is deemed to be in attendance during the period of enrollment. The full-time equivalent (FTE) enrollment starts on the first day students are physically present or legally absent from the approved program. Student absences due to school closure per Governor Executive Order due to the COVID-19 outbreak are considered legal absences per §175.6. Billing can occur the first week of the student's enrollment (physical presence or legal absence) after three consecutive days.

180-Day and 30-Day Requirement

- 8 NYCRR 200.7(b)(5) and 200.16(a)(6) provides that “instruction for not less than 180 days each year shall be provided for each student.” Emergency regulations adopted in April 2020 further amended these regulations to waive the 180-day requirement in accordance with the terms of Executive Order(s) of the Governor to close schools due to the State of emergency for the COVID-19 crisis. The Division of the Budget has agreed to provide 2019-20 reconciliation rate waivers via a streamlined approval process to hold providers harmless for the impact of reduced care days due to the 10-month 2019-20 session operating less than 180 days as a result of COVID-19 closures, pursuant to the terms of Executive Order(s) issued in response to the COVID-19 emergency.
- For the purposes of the 2019-20 school year, consistent with the 180-day waiver, regulatory amendment, and applicable Executive Orders, session days are the sum of the following days:
 - Those days in-person instruction was provided during the 2019-20 school year at the approved school site per the student's IEP;
 - Those days the program was previously scheduled to be open but was closed prior to March 18, 2020 at the direction of state or local health officials as a result of the COVID-19 virus, or pursuant to a properly executed declaration of an emergency for the COVID-19 crisis;



- Those days the program was previously scheduled to be open but was closed during the period of March 18, 2020 through March 31, 2020; and
- Those days during the period of April 1, 2020 through June 30, 2020 where continuity of learning and IEP services were delivered remotely via distance learning and tele practice.
- For the 2020-21 extended school year program, days where programs and services are provided remotely count toward the 30 days of service requirement. Flexibility has also been provided for the 2020-21 extended school year program to allow amended calendars beginning at a later start date and/or operating less than five days of instruction per week provided that amended calendars reflect as least six weeks of instruction and will be funded for 30 days of programs and services. Prior approval from NYSED is not required and the new start and end dates must be updated in the System to Track and Account for Children (STAC).
- Further direction and authorization on how to satisfy session day requirements for the 2020-21 10-month program will be issued under separate cover.

Tuition Rate Setting

- During the Reopening Task Force Meetings, stakeholders provided feedback that tuition rate flexibility is needed to better respond and prepare for school reopening. Interim tuition rates for the 2020-21 school year have been authorized and published on the [RSU website](#). To the extent additional funding is made available, the Department has advocated that approved programs serving students with disabilities receive an amount commensurate with the growth provided in state aid to school districts.
- The Department does not have unilateral authority to approve flexibility in reimbursement methodology but has proposed changes to better respond to program needs. In terms of flexibility to allow approved programs to retain short-term surpluses to apply against short term deficits, and offer flexibility with the direct/non-direct parameter, the Department recommended an approach to discontinuing the issuance of annual reconciliation rates effective with the 2020-21 tuition rate year. The Department is also recommending that the prospective tuition rates for years 2021-22 through 2024-25 be established based on the prior year's prospective tuition rate plus approved annual trend factors plus approved targeted funding initiatives. Pursuant to the proposal, at the conclusion of the 5-year period 2020-21 through 2024-25, a reconciliation will be performed for the 5-year period of the allowable expenses as compared to the provided funding for the 5-year period. If allowable expenses are less than the provided funding by more than 1%, the Department will calculate an adjustment to recoup the surplus funding exceeding the 1% surplus. This proposal is not currently approved for implementation and the Department will provide additional information when it is available.



- The OSE and the Rate Setting Unit continue to have scheduled meetings with stakeholders representing the approved programs serving students with disabilities to obtain feedback and seek input regarding ongoing operational concerns. Any future guidance will continue to reflect this essential communication.

Resources

Links to the relevant federal and NYS resources that are available to schools for the delivery of special education programs and services:

Federal

- [US Department of Education \(USDE\) COVID-19 \(“Coronavirus”\) Information and Resources for Schools and School Personnel](#) – Provides “Program Information: FAQs and Responses” from OSEP and the Office of Civil Rights as well as resources for learning at home and remote learning resources for educators, administrators, and related service providers.
- [National Center for Systemic Improvement’s COVID-19 Resources for Supporting Students with Disabilities](#)– Designated by the USDE as resource hub for COVID-19 policy guidance, remote learning and tele-practice/tele-therapy.
- [Early Childhood Technical Assistance Center \(ECTA\): COVID-19 Resources and Information Web-page](#) – Designated by USDE as a resource hub for information for state’s early intervention Part C and early childhood special education IDEA Part B Section 619 programs.
- [OSEP Ideas that Work Continuity of Learning During COVID-19](#) – Provides information, tools, and resources to help educators, parents and families, and related service providers meet the educational, behavioral, and emotional needs of children and youth with disabilities through remote and virtual learning. A searchable database is available to filter these resources by age, audience, and topic.

Office of Special Education

- [Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus \(COVID-19\) Outbreak in New York State](#) (March 27, 2020) – Provides guidance regarding the provision of services to students with disabilities, including English Language Learners with disabilities.
- [Supplement #1](#) (April 27, 2020) – Provides follow-up questions and answers to the March 2020 guidance.
- [Supplement #2](#) (June 20, 2020) – Provides considerations for CPSEs and CSEs when making recommendations for extended school year services; revisions to IEPs to ensure the continued provision of a free appropriate public education due to a student’s changing needs; and compensatory services.



- [Supplement #3](#) (June 20, 2020) – Provides information regarding the Governor’s Executive Order which indicates that special education services and instruction required under federal, State or local laws, rules, or regulations, may be provided in person for the summer term in school districts.

BILINGUAL EDUCATION AND WORLD LANGUAGES

- All communication with ELL students and their families be in their preferred language and mode of communication as indicated on their Home Language Questionnaire
- Parents/guardians will be provided instruction to the best of the District’s ability in their preferred language of communication regarding the use of technology.
- ELLs must be provided with the needed supports as indicated through the District’s local benchmarking and progress monitoring assessments to close gaps caused by the COVID-19 Pause. The Multi-Language Literacy Screener will also be used as a screening tool to determine the literacy levels of ELLs for needed intervention.
- Waterloo ELLs will be prioritized for in-person instruction as school restarts.

The following resources will be used by the Waterloo CSD in providing education to ELLs:

- [NYSED Office of Bilingual Education and World Languages](#)
- [Regional Bilingual Education Resource Networks \(RBERNs\)](#)
 - [OBEWL Home Page](#)
 - [OBEWL ELL Resource Collection](#)
 - [RBERN Contact Information](#)
 - [The Blueprint For ELI/MLL Success](#)
 - [Provision of Services to English Language Learners and World Languages Students During Statewide School Closures Due to the Novel Coronavirus \(COVID-19\) Outbreak in New York State](#)
 - [Bridges SIFE Resources](#)
 - [Interpretation and Translation Supports](#)
 - [NYSESLAT Cancellation Parent Notification Letter](#)

Mandatory Requirements for Reopening

- All newly registered students identified through the HLQ during the Waterloo CSD’s registration process will participate in the ELL identification process within 30 school days of the start of the school year for all students who enrolled during the COVID-19.



- Students who enroll during the summer of 2020 and during the first 20 school days of the 2020-21 school year will participate in 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 year.
- After this 20-day flexibility period, identification of ELLs will resume for all student within required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154.
- The Central Registrar will maintain a list of potential ELL students based on information provided during the registration process. This list and the HLQ will be shared with ENL Teachers, Principals, and the District’s Assistant Superintendent for Curriculum and Instruction. ENL teachers will then schedule interviews with the students and administer the NYSITELL. The ENL Teacher will return the signed HLQ back to the Central Registrar after a student interview is administered.
- ENL instruction will either be in-person or synchronously based on the Instructional Units of Study with the in-person or hybrid model.
- ENL instruction will either be in-person or synchronously based on the Instructional Units of Study with a remote model to the best of the District’s ability and with the input of parents/guardians on the ENL Instructional form (see appendix).
- Regular communication with the parents/guardians and other family members of ELLs will ensure that they are engaged in their children’s education during the reopening process. All communications for parents/guardians of ELLs in their preferred language and mode of communication using Raland, WFL BOCES, R-Bern, or other available resources for translating and interpreting.
- Students requiring a home language preference other than English are flagged in the District’s Student Management System (SchoolTool).
- Provide Emergent Multilingual Learners enrolled in Prekindergarten programs with communication in their home languages during remote and hybrid learning. Instruction will be provided in the home language to the best of the District’s ability using the above mentioned translating and interpreting services.
- ENL Teachers at Waterloo CSD will review the proficiency of students who are entering their third year as a Former ELL at the Commanding level of proficiency in 2020-21 (students who achieved Commanding on the 2018 administration of the NYSESLAT) and to provide these students with supplemental Former ELLs services as they deem appropriate. This will occur within the first 30 school days of the 20-21 school year.



TEACHER AND PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW §3012-D/APPR)

Considerations for Reopening Plans

- Each educator’s evaluation must include at least one required student performance measure (SLOs for teachers; SLOs or an input model for principals). The Waterloo CSD will use a Districtwide SLO based on Graduation Rates if NYS Assessments and Regents results are not available.
- During remote learning remove observation subcomponents 2c, 2d, and 2e. All other subcomponents will remain as a part of the evaluation.
- LEAs may apply for an APPR variance through the [NYSED Business Portal](#) for one or more of the requirements of APPR (e.g., student performance category, observations) that meets the specific needs of the applicant¹⁷.
- The District will apply for the variance for the outside observer, as we have each year.

Resources

Please visit the Office of Educator Quality and Professional Development’s [website](#) for further information related to Teacher and Principal Evaluation, including:

- [APPR Guidance](#)
- [SLO Guidance, Tools, and Resources](#)
- [Memos to the Field](#)

CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING

The following section provides information regarding certification for prospective and practicing educators as well as personnel who are involved with staffing at the school, district, and/or BOCES levels.

Reopening Plan Mandatory Requirements

- Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that 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, BOCES, or charter school Staff Snapshot.



Considerations for Reopening plans

- In response to the COVID-19 crisis, a superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment. BOCES reviews and approves the requests for incidental teaching. Additional information about incidental teaching is available on the [Employment Authorization webpage](#).
- Substitute teachers may be an important resource for schools during the COVID-19 crisis and currently fall into one of the three following categories.
 - Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in an area for which they are certified.
 - Substitute teachers without a valid certificate, but who are working towards certification (taking college coursework) at a rate of not less than six semester hours per year can work in any capacity, for any number of days, in any number of school districts. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in the area for which they are seeking certification.
 - Substitute teachers who do not hold a valid teaching certificate and are not working towards certification may work for no more than 40 days in a school district or BOCES in a school year, except as described below;
- During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district or BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the district superintendent (for BOCES's and districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component district of a BOCES) certifies that the district or BOCES, as applicable, has conducted a good faith recruitment search for a properly certified candidate and there are no available certified teachers that can perform the duties of such position. In rare circumstances, a district or BOCES may hire a substitute teacher beyond the 90 days, if a district superintendent or superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

The District will follow the requirements above for teaching related to certification.



Resources

For information about certification, please see the Office of Teaching Initiatives (OTI) website through the following link. The “Topics A-Z” and “Search Certification Requirements” web pages may be particularly helpful. Updates about certification, including changes in response to the COVID-19 crisis, are posted on the OTI website homepage.

- [OTI website](#)
- [Topics A-Z](#)
- [Search Certification Requirements](#)

Contact Information

Prospective and practicing educators who have questions about certification, including their certificate application, can contact OTI at tcert@nysed.gov.

STUDENT TEACHING

- Student teachers will be given access to district learning platforms.
- Student teachers will assist with small groups, 1:1 support, wellness checks, assisting families with technology, assistance in breakout rooms.
- Student teachers could present lessons for students at alternate times.
- Student teachers can assist with conversion of digital materials and material preparation.
- Student teachers can assist with incoming parent and student communications and follow up with the families.
- Student teachers will assist with the third-grade students with the District LMS Schoology, as the students are unfamiliar with the management system.
- Student teachers will be approved to substitute teach if needed during their placements. Fingerprint clearance is necessary for substitute approval.
- Student teachers who work with students with disabilities will have the ability to adjust students’ accommodations under the direction of the supervising teacher.
- Student teachers can play important roles in terms of bridging gaps related to remote/online instruction, and in supporting the teachers of record and the students, especially during these challenging times.



- Student teachers will assist with small groups, 1:1 support, wellness checks, assisting families with technology, assistance in breakout rooms.
- Student teachers will need access to the same platforms and resources that their cooperating teachers utilize.
- Student teachers have their own laptops.
- The District will assign a school email address to each student teacher so they can access the District platform

