



Williamson Central School District

4184 Miller Street
Williamson, New York 14589

Emergency Response Plan Addendum: Remote Learning Plan



Williamson Central School District
2026-2027



WCS District Emergency Response Plan Addendum: Remote Learning
Provisions for State Disaster Emergency Involving Communicable Disease or Other

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WCS District Emergency Response Plan Addendum: Remote Learning

Provisions for State Disaster Emergency Involving Communicable Disease or Other

Introduction

At Williamson Central School District our primary commitment is to the students and families we serve. Our priority must be keeping them safe. The areas outlined in this plan represent the myriad of considerations the district will address to keep our schools open safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning needs. An emphasis on the social-emotional needs of our students is a priority and therefore we have also addressed this within our plan. The ERP includes procedures that will be followed in the following schools:

- ☐ Williamson Senior High School 5891 Route 21, Williamson, NY 14589
- ☐ Williamson Middle School 4184 Miller Street, Williamson, NY 14589
- ☐ Williamson Elementary School 6036 Highland Avenue, Williamson, NY 14589

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access a free and appropriate education;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately address the spread of illness during any pandemic/large scale episode;
4. Emphasizing equity, access, and support to the students and communities that are most in need;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by any school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

Background

Education Law § 2801-a requires school districts to develop, and annually review, district-wide and school building safety plans.

Developing/Adopting New Plan

Education Law requires that district-wide safety plans be developed by the district-wide school safety team, which must be appointed by the Board of Education. The Safety Team must include members from the following groups: school board, teachers, administrators, parent/guardian organizations, school safety personnel, and other school personnel including bus drivers and monitors.

Newly Required Provisions

In September 2020, the New York State Legislature revised Education Law § 2801-a, requiring that district-wide safety plans incorporate, “protocols for responding to a declared public health emergency involving communicable diseases that are substantially equivalent with the provisions of [Labor Law § 27-c].”

Additionally, boards of cooperative educational services (BOCES) and county vocational education and

extension boards must include plans for remote instruction beginning with the 2023-2024 school year. Such plans must include the methods by which public schools, BOCES, and county vocational education and extension boards will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities.

Pursuant to the amendments to New York Education Law §2801-a and Commissioner's Regulation §155.17, the district-wide school safety team must incorporate required continuation of operations components in the District-wide School Safety Plan. Amendments to the District-wide School Safety Plan must be made available for public comment at least thirty (30) days prior to adoption and may be adopted by the school board (or governing body) only after at least one (1) public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.

WCS Board of Education Policy: 7150 REMOTE LEARNING

Use of Remote Learning in the District

The District may offer remote or distance learning to students at certain times including, but not limited to, independent study, enrichment courses, and/or in the event of an extraordinary circumstance such as widespread illness, natural disaster, or other emergency situation.

When making decisions about remote learning, the District will consult with students, parents/guardians, teachers, administrators, community members, and other stakeholders as appropriate. The District will also ensure that it is complying with applicable teaching and learning requirements.

Extraordinary Circumstances

In the event of an extraordinary circumstance that requires long-term and widespread use of remote learning, a plan will be developed that outlines how the District will accomplish remote learning. This plan will outline the number of students involved, modes of remote learning, asynchronous and synchronous learning opportunities, Internet and device access among students, and alternatives available for students who have neither a device nor consistent access. It will also address the needs of different populations of students including, but not limited to, vulnerable students, younger students, students with disabilities, and English language learners.

If warranted, the District may use a hybrid model of in-person instruction and remote learning.

Formats and Methods of Remote Learning

Remote learning may be delivered by teachers through a variety of formats and methods. Instruction may be provided through video, audio, and/or written materials. Communication between teachers and students may occur through video conferencing, prerecorded videos, online discussion boards, and/or other instruction that relies on technology. Remote learning can occur synchronously, which involves real-time interaction and collaboration between teachers and students, or asynchronously, which involves delayed interactions between teachers and students and self-directed learning.

Determinations about how to best deliver remote learning will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether

accommodations need to be made for students with disabilities or English language learners.

Remote Learning Support

As necessary, the District will provide annual instruction and/or refreshers on using remote learning technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote learning experience.

Compliance with District Policies, Procedures, and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote learning. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

Privacy and Security of Student and Teacher Data

In compliance with law, regulation, and District policy, the District will take measures to protect the personal information of students and teachers from unauthorized access when using remote learning technologies. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, deidentifying data, and the use of encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

Essential Positions and Titles with Justification

In the event that Williamson Central School District must respond to a declared public health emergency involving a communicable disease, or if an Executive Order requires a reduction of in-person workforce, certain positions may be designated as essential employees to support continuity of operations.

For the purposes of this plan, essential employees are those staff members whose duties are necessary to maintain critical district functions, including the continuation of instruction, building operations, safety and security, technology services, and meal distribution. These employees may be required to perform their responsibilities on-site or through alternative work arrangements to ensure that essential services remain available.

As authorized by the Superintendent, the following positions or roles may be designated as essential to support continuity of operations, instructional services, and/or meal distribution during such circumstances:

Role	Essential for Outlined Purpose
Superintendent and Incident Commander	Oversight of Continuity of Operations
Secretary to Superintendent, District Clerk	Support for Continuity of Operations

Business Official	Continuity of Operations - Finance
Payroll Specialist - BOCES	Continuity of Operations - Payroll, as applicable and per diem as needed
Accounts Payable	Continuity of Operations - Accounts Payable, as applicable, per diem as needed
Food Service Cook Manager	Continuity of Meals, as applicable and per diem as needed
Food Service Cook	Continuity of Meals, as applicable and per diem as needed
Transportation Coordinator	Continuity of Operations and Meals, as applicable and per diem as needed
Driver(s)	Continuity of Meals and Instruction, as applicable and per diem as needed
Bus Mechanic	Continuity of Operations, as applicable and per diem as needed
Director of Facilities	Continuity of Operations - Facilities, as applicable and per diem as needed
Cleaner/Cleaner Mechanic(s)	Continuity of Operations - Facilities, as applicable and per diem as needed
Grounds	Maintenance of Exterior Facilities, as applicable and per diem as needed
Coordinator of Instruction, Innovation and Intervention	Continuity of Instruction, as applicable and per diem as needed
Building Level Administration and PPS	Continuity of Instruction, as applicable and per diem as needed
Building Level and PPS Clerical Support	Continuity of Instruction, as applicable and per diem as needed
Coordinator of Network & Technology Services	Continuity of Instruction - Remote Model of Learning, as applicable and per diem as needed
Network Analyst	Continuity of Instruction - Remote Model of Learning, as applicable and per diem as needed
Counseling Secretary/Registrar	Continuity of Operations - Registration, Transcripts, etc, as applicable and per diem as needed
Nurse and/or Health Office Clerk	Continuity of Operations - Registration, Immunizations, as applicable and per diem as needed
Counselor(s)	Continuity of Instruction - Scheduling, Progress Reporting, as applicable and per diem as needed
Instructional Staff	Continuity of Instruction - Remote Model of Learning, as applicable and per diem as needed due to connectivity issues in delivery of instruction

Note: Essential employees will report and work onsite as applicable and safe to do so, and in accordance with contractual terms of employment.

Protocols for Remote Instruction and Teleworking

Adequate access to a computing device and high-speed broadband is essential for educational equity. The Williamson Central School District will continue to determine the level of access all students, teachers and staff have in their places of residence. The Williamson Central School District will provide instruction on using technology and IT support for students, teachers, staff and families and provide

professional development for teachers and leaders on designing effective online/remote learning experiences as needed.

In the event Williamson Central School District must respond to a declared public health emergency involving communicable diseases or otherwise and/or Executive Order requires the employer to enable all non-essential employees and contractors to telework, protocols include the following provisions:

Procurement of Devices	☐ WCS has satisfactory inventory to provide 1:1 device access for all students, instructional, clerical and administrative staff. ☐ WCS has a device replacement plan which factors for replacement of devices on a four year cycle for students.
Distribution of Devices	☐ WCS has assigned and distributed devices reflecting 1:1 access for all students in grades K - 12 and for instructional, clerical and administrative staff. ☐ Students in grades 6 - 12 currently have 1:1 access at school and at home. ☐ Students in grades K thru Grade 5 currently have 1:1 access at school only. ☐ In the event of school closure requiring shift to remote instruction, WCS would execute a plan for device distribution to families of students in grades K - 5 in a timely manner. ☐ Families will be notified via ParentSquare. ☐ Devices will be available for pick up at Elementary entrance. ☐ Devices may be delivered via transportation staff/district vehicle to homes of any students whose family is unable to pick up devices from school. ☐ Tech support will be available to service and /or replace devices as applicable. ☐ Families will notify the Tech dept via email. ☐ Replacement devices will be available for pick up at Elementary entrance. ☐ Replacement devices may be delivered via transportation staff/district vehicle to homes of any students whose family is unable to pick up devices from school.
Internet Access	☐ Building leaders and technology department will coordinate distribution of supportive tech measures in response to students and/or staff connectivity limitations at offsite locations (homes). ☐ Internet access may be supported via: ☐ "Hot spots" may be available for distribution, as applicable and as demonstrated by need. ☐ WCS utilizes Google as a platform for remote classrooms.
Office Phone Lines	☐ WCS utilizes Mitel Series telephones, which have the functionality to forward phone calls to employee home or cell phone numbers.

Teaching and Learning - Reduction of Density

The Williamson Central School District is committed to providing the most appropriate learning model for students, with in-person learning prioritized whenever possible. The district has developed plans to support reduced-capacity in-person instruction, hybrid/virtual learning models, and full remote instruction, to be implemented as circumstances and public health guidance dictate.

In all learning models, the district will provide standards-based instruction, ensure substantive daily interaction between staff and students, and maintain clear, timely communication with parents and guardians regarding instructional plans. All instructional programs will adhere to the New York State Learning Standards, regardless of the delivery model.

The district maintains an established communication plan for students, families, and other stakeholders to address questions regarding instruction or technology. Communication occurs regularly through ParentSquare, email, and social media outlets.

In the event of a declared public health emergency or any Executive Order requiring a reduction of in-person density, the district will implement the following protocols to maintain instructional continuity while prioritizing health and safety:

PLAN 1	Plan I: 100% In-Person Learning ☐ Provisions: ☐ 100% Capacity Permitted ☐ Zero Reduction in Density ☐ 100% In person Learning ☐ This plan will operate under no reduction in capacity of student attendance on any given day. ☐ This model entails full implementation of programs with 100% in person instruction and adherence to all DOH and SED guidelines.
PLAN 2	Plan II: Mixed Hybrid Model ☐ Provisions: ☐ 75% Capacity Permitted ☐ 25% Reduction in Density ☐ Hybrid Model (In Person and Remote Learning Model) ☐ This plan will operate under a reduced capacity of student attendance on any given day. ☐ This model entails full implementation of elementary level programming with between 50% and 100% in person instruction, dependent upon cohort sizes and space availability, and adherence to all DOH and SED guidelines. ☐ This model entails full implementation of secondary level programming with 50% in person instruction and 50% remote learning and adherence to DOH and SED guidelines. Students at secondary grade levels would be distributed into two cohorts. Students would attend school and participate in-person learning with their cohort on rotating schedules. ☐ The district will explore individualized approaches for delivery of

	instruction for those students for whom remote instruction is not appropriate.
PLAN 3	Plan III: Hybrid Model ☐ Provisions: ☐ 50% Capacity Permitted ☐ 50% Reduction in Density ☐ 100% Hybrid Model ☐ This plan will operate under a reduced capacity of student attendance on any given day. ☐ This model entails full implementation of PreK-12 level programming with 50% in person instruction and 50% remote learning and adherence to DOH and SED guidelines. ☐ Students at all grade levels would be distributed into two cohorts. Students would attend school and participate in-person learning with their cohort on rotating schedules. ☐ WCS will provide accommodations, modifications, and assistance for students with disabilities and other health care needs when implementing remote instruction to ensure comparable quality of services that would occur in an in person model. ☐ The district will explore individualized approaches for delivery of instruction for those students for whom remote instruction is not appropriate. ☐ Personalized menus and choice boards ☐ Compensatory services, including tutoring
PLAN 4	Plan IV: Virtual Learning For All Students ☐ Provisions: ☐ 0% Capacity Permitted ☐ 100% Reduction in Density ☐ 100% Remote Learning ☐ In the event of an emergency school closure, Williamson Central School District would execute a model of 100% remote learning for students. ☐ All students would engage in a remote synchronous learning model following a traditional school day schedule. ☐ In the event the district must shift to virtual learning for any reason, day one of the shift would operate under a two hour delay. ☐ See Appendix I for Elementary School Remote Learning Plan provisions. ☐ See Appendix II for Secondary School Remote Learning Plan provisions. ☐ In the event of multiple day incident requiring execution of remote learning model, the percentage of school day in which instruction may be

	delivered synchronously/asynchronously is as follows: ☐ ES: 50-70% synchronous/30-50% asynchronous ☐ MS: 100% synchronous/0% asynchronous ☐ HS: 100% synchronous/0% asynchronous ☐ Note: District would reflect actual minutes executed within a synchronous model of learning at each level (ES, MS, HS) for state aid reporting purposes. ☐ The district will explore individualized approaches for delivery of instruction for those students for whom remote instruction is not appropriate. ☐ The district will ensure that teachers, support staff and related services develop personalized approaches to best support student needs. ☐ Support staff and related services will participate in synchronous, remote classroom instruction. ☐ Classroom teachers will collaborate with support staff and related services to customize small group/1:1 synchronous supports for students. ☐ The district will ensure that teachers and ENL staff develop personalized approaches to best support student needs. ☐ ENL service providers will participate in synchronous, remote classroom instruction. ☐ Classroom teachers will collaborate with ENL service providers to customize small group/1:1 synchronous supports for students.
CTE During Closure	Career and Technical Education (CTE) ☐ The Williamson Central School District will continue to support CTE instruction and transport students to their current CTE placements for learning when in person instructional models are available. ☐ In the district, we will continue to support our PreEngineering and Project Lead the Way sequences for students.
Athletics During Closure	Athletics and Extracurricular Activities ☐ Along with NYSED, the CDC and DOH, Williamson Central School District will follow guidance provided by the New York State Public High School Athletic Association (NYSPHSAA).
Attendance in a Remote Model of Instruction	Administrators ☐ Administrators will work with staff to implement documentation of attendance absenteeism per the Williamson Central School District guidelines and procedures. ☐ Administrators will assign or designate staff to connect with cohort of students in response to significant attendance concerns.

	☐ Administrators will monitor the attendance reporting system or SIRS. ☐ Administrators will continue to connect and meet with students and families following The Williamson Central School District protocols of those with chronic absenteeism and poor attendance. Staff ☐ Staff will take attendance starting at the beginning and throughout the day following program protocols. ☐ Staff will report student information to attendance reporting system. ☐ Staff will daily communicate significant attendance concerns to administration. ☐ Staff will communicate weekly attendance to families. ☐ Staff will continue to document daily attendance during virtual learning. Students ☐ Students will maintain regular attendance in-school or during virtual learning and communicate with their program staff. ☐ Students will meet with staff and/or administration when there are attendance concerns. Families ☐ Families will reinforce regular attendance for in-school and remote learning and maintain consistent communication with their school program. ☐ Families of those with attendance concerns will communicate/meet with staff and/or administration to address the attendance concerns.
MENTAL HEALTH & SEL SUPPORTS	Comprehensive School Counseling Program The Williamson Central School District has established a district-wide and building-level Comprehensive Developmental School Counseling Program, developed under the direction of certified school counselors and regularly reviewed and updated to meet current student needs. The program addresses students' needs across three domains: academic, social/emotional, and college & career, and is designed to promote and enhance learning for all students. The program includes clearly defined student competencies, structured activities, professional personnel, materials and resources, and an organized delivery system. The program is implemented through four key components: Individual Student Planning, Responsive Services, School Counseling Curriculum, and Direct/Indirect Student Services. Individual Student Planning School counselors coordinate ongoing activities to help students establish personal goals and develop future plans, including: ☐ Case Management: monitor individual student progress. ☐ Individual Advisement: support students in creating personal, educational, and career plans.

- ☐ Individual Appraisal: use assessments and data to help students analyze their interests, skills, and abilities.
- ☐ Placement: assist students in determining appropriate educational settings to meet their goals.

Responsive Services

Responsive services address students' immediate needs through in-person or distance learning support, including:

- ☐ Personal Counseling: provide privacy for students to explore feelings, relationships, and developmental challenges.
- ☐ Crisis Counseling: offer short-term prevention and intervention for urgent student concerns.
- ☐ Consultation: collaborate with students, parents/guardians, teachers, and other staff to develop strategies.
- ☐ Referral: connect students and families with community resources as needed.
- ☐ Peer Mediation: facilitate conflict resolution and positive peer interactions.
- ☐ Advocacy: support students in accessing services and navigating systems to meet their needs.

School Counseling Curriculum

The curriculum consists of structured lessons that provide students with knowledge, attitudes, and skills appropriate to their developmental level. Delivery methods include:

- ☐ Classroom Instruction and Activities: individual lessons or team-teaching in classrooms.
- ☐ Group Activities: small or large group sessions to address specific student needs.
- ☐ Interdisciplinary Activities: collaborate across content areas to integrate counseling lessons.
- ☐ Parent/Guardian Workshops: facilitate sessions to support families.
- ☐ Collaborative Activities: plan and implement programs with teachers and support staff.

Direct/Indirect Student Services

- ☐ Direct Services: in-person interactions between counselors and students.
- ☐ Indirect Services: support provided on behalf of students through consultation, collaboration, and referrals involving parents/guardians, staff, and community organizations.

**ASSURANCE
OF PRIVACY**

Assurances of Privacy are maintained within a hybrid or virtual model of instruction.

☐ **Confidentiality of Counseling Sessions**

- ☐ Information shared by students in individual or group counseling sessions is kept confidential unless there is a clear and imminent danger to the student or others, or if disclosure is legally required (e.g., mandated reporting of abuse or court subpoenas).
- ☐ Counselors follow the American School Counselor Association (ASCA) Ethical Standards, which require the protection of student confidentiality within the limits of the law.

☐ **Parent/Guardian Communication**

- ☐ Counselors communicate with parents/guardians when it is in the best interest of the student, and when appropriate, with the student's knowledge and consent.
- ☐ However, not all information shared by a student will be disclosed to parents—this is especially important in middle and high school settings, where students are developing autonomy.

☐ **FERPA Compliance**

- ☐ Student counseling records are considered educational records under the Family Educational Rights and Privacy Act (FERPA).
- ☐ These records are maintained securely, and access is limited to authorized personnel only.
- ☐ Parents and eligible students (18+) have the right to inspect and review these records, but they do not include personal notes kept by a counselor unless they are shared with others.

☐ **Secure Storage of Records**

- ☐ Counseling notes and records are stored in locked file cabinets or secure digital systems with restricted access.
- ☐ Any digital files are protected in accordance with district data security policies and applicable state laws.

☐ **Disclosure Protocols**

- ☐ Information may be shared with administrators, teachers, or outside professionals only with appropriate consent, unless there is an immediate concern for safety.
- ☐ Counselors inform students, at the beginning of services, about the limits of confidentiality, especially regarding safety and mandated reporting.

☐ **Privacy in the Physical Environment**

- ☐ Remote counseling sessions will be scheduled with consideration given to private, soundproof spaces to ensure confidentiality.

**STUDENTS
WITH
DISABILITY**

The Williamson Central School District operates in compliance with New York State's Part 200 Regulations specific to Special Education. The district will provide free and appropriate public education in the least restrictive environment for our students with

AND/OR OTHER HEALTH CARE NEEDS	disabilities. Williamson Central School District will document the programs and services offered and provided to students with disabilities as well as communications with parents/guardians, in their preferred language or mode of communication. All programs, services, accommodations, modifications, supplementary aids and services and technology will be implemented to the extent practicable, as stated in the students' IEP plan. WCS will provide accommodations, modifications, and assistance for students, teachers, and staff with disabilities and other health care needs when implementing remote instruction to ensure comparable quality of services that would occur in an in person model. WCS will: ☐ Provide access for direct service providers (DSP) (e.g. paraprofessionals, therapists, early intervention specialists, mental health and healthcare consultants, and others). ☐ Ensure access to services for students with disabilities in developing cohorts. ☐ Use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement) to help all students adjust to transitions or changes in routines. WCS will assess remote delivery of programming frequently and provide compensatory services as indicated and necessary. CSE is responsible for determinations around the necessity of compensatory services.
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Procurement and Distribution of PPE in Event of Pandemic

In the event Williamson Central School District must respond to a declared public health emergency involving communicable diseases or otherwise and/or Executive Order requiring procurement and distribution of PPE, the protocol for such includes the following:

Procurement of PPE	Williamson Central School District will provide appropriate personal protective equipment (PPE) for essential employees and contractors based on the tasks they perform and the level of protection required. The district will maintain sufficient supplies to ensure that necessary PPE is available to support the health and safety of staff and contractors while performing their duties.
Distribution of PPE	Once personal protective equipment (PPE) is obtained, Williamson Central School District will distribute appropriate PPE to essential employees and contractors based on their roles and the specific tasks they perform. The district will ensure that each individual has access to the necessary protective equipment to safely carry out their responsibilities.
Storage of PPE	Storage of such equipment (cases of adult and student masks, gloves, cleaning supplies and disinfectants, etc) will be located in the health office and maintenance storage room to prevent degradation and permit immediate access in the event of an emergency declaration.

Communicable Disease Exposure in the Workplace

In the event that Williamson Central School District must respond to a declared public health emergency involving a communicable disease, the district will follow established protocols to protect the health and safety of staff and students. If an employee or contractor is exposed to a confirmed case, shows symptoms, or tests positive for the disease, the district will implement appropriate response measures to help prevent further spread within the workplace. These protocols include the following:

Students or Staff Who Become Ill with Symptoms of Communicable Disease at School	Williamson Central School District will act in accordance with Education Law § 906, applicable public health regulations, and guidance from the New York State Department of Health (DoH) and the Centers for Disease Control and Prevention (CDC). Under § 906, “[w]henver a student or staff member 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 district will ensure these procedures are followed consistently to protect the health and safety of all members of the school community. ☐ The School Nurse may request that a parent or guardian have a student evaluated by a health care provider. When appropriate, parents/guardians may be asked to provide documentation from the health care provider confirming that the student is able to return to school. Documentation should be submitted to the School Nurse upon the student’s return. ☐ The School Nurse will notify the Department of Health of any disease that is reportable under public health law. The Director of School Health Services, or other designated health professionals, may conduct evaluations of staff, facilities, and school premises as necessary to protect the health and safety of students and staff. ☐ School staff must promptly report any signs of illness in students or staff to the School Nurse or designated school personnel. All reporting and health assessments will be conducted in accordance with privacy requirements, including FERPA and Education Law §2-d, to protect student confidentiality. ☐ The School Nurse will follow appropriate transmission-based precautions, including the use of necessary personal protective equipment (PPE).
Students or Staff Who Become Ill and Present with Emergency Warning Signs / Symptoms of Communicable Disease at School	☐ If a student or staff member exhibits emergency warning signs such as difficulty breathing, persistent chest pain or pressure, new confusion, inability to wake or stay awake, or bluish lips or face, district staff will call 911 immediately and inform the operator that the individual may have a communicable illness. ☐ Staff should also be aware of symptoms associated with Multisystem Inflammatory Syndrome in Children (MIS-C), a rare but serious condition that may occur in children following certain communicable diseases. If a

	student shows symptoms such as fever, abdominal pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, or unusual fatigue, the school will notify the parent or guardian and recommend prompt evaluation by a healthcare provider. ☐ In accordance with district procedures, emergency medical services (911) will be contacted for any student exhibiting warning signs of MIS-C or other serious symptoms, including difficulty breathing, persistent chest pain or pressure, new confusion, inability to wake or stay awake, bluish lips or face, or severe abdominal pain.
Student or Staff Member Tests Positive for Communicable Disease	☐ If a student or staff member reports testing positive for a communicable disease, the School Nurse or school administration will notify the local Department of Health and consult with them to determine appropriate next steps for the school community. ☐ The Williamson Central School District will follow guidance from the Department of Health regarding isolation, quarantine, return to school, and any recommended contact tracing efforts to help limit the spread of illness.
Employee Leave	☐ If an employee is required to undergo testing, treatment, isolation, or quarantine, they must follow the leave provisions outlined in the applicable collective bargaining agreement governing those circumstances.
Cleaning and Disinfecting	Williamson Central School District will follow CDC and New York State Department of Health (NYSDOH) guidelines regarding communicable diseases. In the event that a student, staff member, or visitor shows symptoms of a reportable infectious disease, the district will: ☐ Close off areas used by the individual and avoid using these spaces until they have been properly cleaned and disinfected. ☐ Increase ventilation by opening outside doors and windows where possible. ☐ Wait at least 24 hours before cleaning and disinfecting; if a full 24-hour delay is not feasible, cleaning should occur as soon as possible. ☐ Thoroughly clean and disinfect all areas used by the individual, including offices, classrooms, bathrooms, lockers, and common areas. ☐ Reopen areas for use only after cleaning and disinfection have been completed. ☐ Allow individuals without close or proximate contact to return to the area and resume school activities immediately after cleaning and disinfecting. This ensures that the district maintains a safe and healthy environment for all members of the school community while complying with public health guidance.
Provisions for Contact Tracing	In the event that Williamson Central School District must respond to a declared public health emergency involving a communicable disease and support contact tracing following a confirmed case, the district will cooperate fully with local and

state public health authorities.

Contact tracing is a public health function conducted by local health departments to identify individuals who may have had contact with a confirmed case of illness. This process helps public health officials implement appropriate measures, such as isolation or quarantine, to limit the spread of disease. The Williamson Central School District will assist the Wayne County Department of Health by maintaining accurate student and staff attendance records, ensuring student schedules are current, and keeping visitor logs that include the date, time, and location of visits within school facilities. The district will also provide information, as requested, to support contact tracing efforts in accordance with guidance from the New York State Contact Tracing Program.

All information will be handled in accordance with applicable federal and state privacy laws and regulations. Decisions regarding quarantine, isolation, or exclusion from school will be made by the local Department of Health, and district staff will follow their guidance in implementing any required actions.

Definitions

- ☐ **Essential worker:** is required to be physically present at a work site to perform his or her job.
 - ☐ Such designation may be changed at any time in the sole discretion of the employer.
- ☐ **Non-essential worker:** is not required to be physically present at a work site to perform his or her job.
 - ☐ Such designation may be changed at any time in the sole discretion of the employer.
- ☐ **Personal protective equipment:** all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.
- ☐ **Communicable disease:** an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual [or via an animal, vector or the inanimate environment to a susceptible animal or human host].

Appendix I: Elementary School: Remote Learning Plan

Staff On Campus

One-Two Days

- ☐ Schedule:
 - ☐ Admin - communicate letter day to families/students.
- ☐ Attendance:
 - ☐ Teachers will reach out to each family via parentsquare to confirm student attendance.
 - ☐ Completed and submitted student work will be factored as evidence supporting student attendance on remote learning days.
- ☐ Teaching & Learning:
 - ☐ Students will be assigned written tasks via choice board or worksheet packets.
 - ☐ Assigned tasks must align to NYS Learning Standards.
 - ☐ Copies of choice boards or packets are sent home via student remote learning folders.
- ☐ Technology & Connectivity:
 - ☐ Day 2 - chromebook pickup to prepare for multiple days.
 - ☐ For technology or connectivity issues, students, staff, and families should email the tech department.
- ☐ Staff Expectations:
 - ☐ Classroom Teachers and Special Education Teachers will reach out to each student via parentsquare to answer any questions or offer support to students as they complete take home assignments.
 - ☐ Classroom teachers and SpEd teachers will be available to offer virtual support to families as requested and applicable to do so.
 - ☐ Teaching Assistants, Monitors, Nurse, Mental Health Staff, Related Service Providers, and Aides will participate in professional development or other duties as assigned.
 - ☐ At district discretion, professional development will be provided.
 - ☐ Building substitutes will not report.

Three or More Days

- ☐ Schedule:
 - ☐ Initial 2 hour delay schedule for first three days, then regular schedule.
 - ☐ Admin - communicate letter day to families/students. The schedule will be posted on the district website.
- ☐ Attendance:
 - ☐ Attendance to be taken for each instructional period (2).
 - ☐ Teachers take attendance via ST for the first instructional period. Teachers take paper attendance for the second instructional period - students absent will be reported to the attendance clerk and marked as early dismissal. Students that are present but were absent for the first instructional period will be reported to the attendance clerk and marked as tardy.
 - ☐ Student absences - As in any typical absence, staff will work with the student to make up missed assignments/instruction as appropriate.
- ☐ Teaching & Learning:
 - 1 hour of ELA instruction (live Google Meet)
 - ☐ A combination of direct instruction, small group instruction, and independent learning. Staff must remain active to provide support as students complete assigned tasks.
 - ☐ Assigned tasks must align to NYS Learning Standards.
 - 1 hour of Math instruction (live Google Meet)
 - ☐ A combination of direct instruction, small group instruction, and independent learning. Staff must remain active to provide support as students complete assigned tasks.
 - ☐ Assigned tasks must align to NYS Learning Standards
 - 30 minute Special Block
 - ☐ A combination of direct instruction, small group instruction, and independent learning. Staff must remain active to provide support as students complete assigned tasks.

- ☐ Assigned tasks must align to NYS Learning Standards.
- ☐ Technology & Connectivity:
 - ☐ Google Meet links will be provided to families by teachers and/or building administration.
 - ☐ The technology department will coordinate device distribution at the Elementary School for students in grades K-4.
 - ☐ Instructions for logging into Google Meet will be shared with families and students by the technology dept.
 - ☐ For technology or connectivity issues, students, staff, and families should email the tech department.
- ☐ Staff Expectations:
 - ☐ Special Education Teachers should log into Google Meet to support students on their caseloads. All components of the IEP must be followed as allowable given the remote model. If something can't be provided, communicate with the family and document how needs will be addressed. FAPE is required.
 - ☐ ENL teachers should work collaboratively with classroom teachers to ensure tasks contain appropriate accommodations for ELLs. ENL teachers will join integrated sessions through classroom teacher Google Meet links and create stand alone Google Meets following the remote learning schedule.
 - ☐ Related Service Providers (OT, PT, Speech, Mental Health) should provide activities for students and create Google Meet links for sessions. Providers follow the remote learning schedule.
 - ☐ Special area teachers (PE, Music, Art, Library) must provide students with a choice board of activities and create Google Meet links for sessions. Teachers follow their remote learning schedule.
 - ☐ AIS teachers will join Google Meets for the students they service. These can be both push in and pull out sessions.
 - ☐ Teaching Assistants follow their remote learning schedule and join Google Meet sessions to support students for the duration of the instructional periods.
 - ☐ Aides follow their remote learning schedule and join Google Meet sessions to support students for the duration of the instructional periods
 - ☐ Nurses and Monitors will participate in professional development or other duties as assigned.
 - ☐ Building substitutes will not report.

Staff Off Campus

One-Two Days

- ☐ Schedule:
 - ☐ Admin - communicate letter day to families/students
- ☐ Attendance:
 - ☐ Teachers will reach out to each family via parentsquare to confirm student attendance.
 - ☐ Completed and submitted student work will be factored as evidence supporting student attendance on remote learning days.
- ☐ Teaching & Learning:
 - ☐ Students assigned written tasks via choice board or worksheet packets
 - ☐ Assigned tasks must align to NYS Learning Standards.
 - ☐ Copies of choice boards or packets are sent home via student remote learning folders.
- ☐ Technology & Connectivity:
 - Day 2 - chromebook pickup to prepare for multiple days
- ☐ Staff Expectations:
 - ☐ Classroom teachers and SpEd teachers will be available to offer virtual support to families as requested and applicable to do so.
 - ☐ Teaching Assistants, Monitors, Nurse, Mental Health Staff, Related Service Providers, and Aides will participate in professional development or other duties as assigned.
 - ☐ At district discretion, professional development will be provided.
 - ☐ Building substitutes will not report.

Three or More Days

- ☐ Schedule:
 - ☐ 2 hour delay schedule for the first three days.
 - ☐ Admin - communicate letter day to families/students
 - ☐ The schedule will be posted on the district website.
- ☐ Attendance:
 - ☐ Attendance to be taken for each instructional period (2).
 - ☐ Teachers take attendance via ST for the first instructional period.
Teachers take paper attendance for the second instructional period - students absent will be reported to the attendance clerk and marked as early dismissal. Students that are present but were absent for the first instructional period will be reported to the attendance clerk and marked as tardy.
 - ☐ Student absences - As in any typical absence, staff will work with the student to make up missed assignments/instruction as appropriate.
- ☐ Teaching & Learning:
 - 1 hour of ELA instruction (live Google Meet)
 - ☐ A combination of direct instruction, small group instruction, and independent learning. Staff must remain active to provide support as students complete assigned tasks.
 - ☐ Assigned tasks must align to NYS Learning Standards.
 - 1 hour of Math instruction (live Google Meet)
 - ☐ A combination of direct instruction, small group instruction, and independent learning. Staff must remain active to provide support as students complete assigned tasks.
 - ☐ Assigned tasks must align to NYS Learning Standards.
 - 30 minute Special Block
 - ☐ A combination of direct instruction, small group instruction, and independent learning. Staff must remain active to provide support as students complete assigned tasks.
 - ☐ Assigned tasks must align to NYS Learning Standards.
- ☐ Technology & Connectivity:
 - ☐ Google Meet
 - ☐ Chromebook pickup plan TBD
- ☐ Staff Expectations:
 - ☐ Special Education Teachers should log into Google Meet to support students on their caseloads. All components of the IEP must be followed as allowable given the remote model. If something can't be provided, communicate with the family and document how needs will be addressed. FAPE is required.
 - ☐ ENL teachers should work collaboratively with classroom teachers to ensure tasks contain appropriate accommodations for ELLs. ENL teachers will join integrated sessions through classroom teacher Google Meet links and create stand alone Google Meets following the remote learning schedule.
 - ☐ Related Service Providers (OT, PT, Speech, Mental Health) should provide activities for students and create Google Meet links for sessions. Providers follow their remote learning schedule.
 - ☐ Special area teachers (PE, Music, Art, Library) - Should provide students with a choice board of activities and create Google Meets for sessions. Teachers follow their remote learning schedule.
 - ☐ AIS teachers will join Google Meet sessions for the students they service. These can be both push in and pull out sessions.
 - ☐ Teaching Assistants follow their remote learning schedule and join Google Meet sessions to support students for the duration of the instructional periods.
 - ☐ Aides follow their remote learning schedule and join Google Meet sessions to support students for the duration of the instructional periods
 - ☐ Nurses and Monitors will participate in professional development or other duties as assigned.
 - ☐ Building substitutes will not report.

Appendix II: Middle School/High School: Remote Learning Plan

Staff On Campus

One Day

- ☐ Schedule:
 - ☐ Schedule: 2 hour delay schedule
 - ☐ Admin will communicate letter day to families/students. The schedule will be posted on the district website.
- ☐ Attendance:
 - ☐ Students will follow the 2-hour delay schedule and login into Google Meets for each teacher in their classroom using the link provided on Schoology.
 - ☐ Teachers will record attendance at the start of each period and as needed throughout on SchoolTool.
 - ☐ Student absences - As in any typical absence, staff will work with the student to make up missed assignments/instruction as appropriate.
- ☐ Teaching & Learning:
 - ☐ Teachers will deliver synchronous instruction, factoring a combination of direct instruction, small group instruction, and independent learning.
 - ☐ Staff must remain active on Google Meet to provide support as students complete assigned tasks.
 - ☐ Assigned tasks must align to NYS Learning Standards.
- ☐ Technology & Connectivity:
 - ☐ Students and staff will bring home devices nightly in preparation.
 - ☐ The technology department will coordinate device distribution for 5th grade students.
 - ☐ Instructions for logging into Google Meet will be shared with families and students by the technology department.
 - ☐ For technology or connectivity issues, students, staff, and families should email the tech department.
- ☐ Staff Expectations:
 - ☐ Teachers will follow their daily schedule and create Google Meet links to be shared via Schoology. Teachers must make sure they provide these links to all support staff (i.e. SpEd, ENL, TAs, Aides) who support students in their classroom.
 - ☐ Teaching Assistants follow their daily schedule and join Google Meet to support students for the duration of the instructional periods.
 - ☐ Aides follow their daily schedule and join Google Meet to support students for the duration of the instructional periods.
 - ☐ Special Education Teachers should log into Google Meet to support students on their caseloads.
 - ☐ ENL teachers should work collaboratively with classroom teachers to ensure tasks contain appropriate accommodations for ELLs. Join integrated sessions through classroom teacher Google Meet links. Create Google Meet links for stand alone sessions - share these with students via Schoology.
 - ☐ Related Service Providers (OT, PT, Speech, Mental Health) should provide activities for students and create Google Meets for sessions. Providers follow their daily schedule. As appropriate, mental health staff may host office hours during the day.
 - ☐ Monitors/Nurse - Professional development will be provided or other duties assigned.
 - ☐ Food Services/Facilities Staff - will complete duties as assigned.
 - ☐ Communication with families will be provided in their preferred language.
 - ☐ At district discretion, professional development will be provided.

Multiple Days

- ☐ Schedule:
 - ☐ Schedule: 2 hour delay schedule for first three days.
 - ☐ Admin will communicate letter day to families/students. The schedule will be posted on the district website.
- ☐ Attendance:
 - ☐ Students will follow the 2-hour delay schedule and login into Google Meets for each teacher in their classroom using the link provided on Schoology.

- ☐ Teachers will record attendance at the start of each period and as needed throughout on SchoolTool.
- ☐ Student absences - As in any typical absence, staff will work with the student to make up missed assignments/instruction as appropriate.
- ☐ Students absent for multiple days: Attendance clerk and counseling staff will make contact with families.
- ☐ Teaching & Learning:
 - ☐ Teachers will deliver synchronous instruction, factoring a combination of direct instruction, small group instruction, and independent learning.
 - ☐ Staff must remain active on Google Meet to provide support as students complete assigned tasks.
 - ☐ Assigned tasks must align to NYS Learning Standards
- ☐ Technology & Connectivity:
 - ☐ Students and staff will bring home devices nightly in preparation.
 - ☐ The technology department will coordinate device distribution for 5th grade students.
 - ☐ Instructions for logging into Google Meet will be shared with families and students by the technology department.
 - ☐ For technology or connectivity issues, students, staff, and families should email the tech department.
- ☐ Staff Expectations:
 - ☐ Teachers will follow their daily schedule and create Google Meet links to be shared via Schoology. Teachers must make sure they provide these links to all support staff (i.e. SpEd, ENL, TAs, Aides) who support students in their classroom.
 - ☐ Teaching Assistants follow their daily schedule and join Google Meet to support students for the duration of the instructional periods.
 - ☐ Aides follow their daily schedule and join Google Meet to support students for the duration of the instructional periods
 - ☐ Special Education Teachers should log into Google Meet to support students on their caseloads. All components of the IEP must be followed as allowable given the remote model. If something can't be provided, communicate with the family and document how needs will be addressed. FAPE is required.
 - ☐ ENL teachers should work collaboratively with classroom teachers to ensure tasks contain appropriate accommodations for ELLs. Join integrated sessions through classroom teacher Google Meet links. Create Google Meet links for stand alone sessions - share these with students via Schoology
 - ☐ Related Service Providers (OT, PT, Speech, Mental Health) should provide activities for students and create Google Meets for sessions. Providers follow their daily schedule. As appropriate, mental health staff may host office hours during the day.
 - ☐ Monitors/Nurse - Professional development will be provided or other duties assigned.
 - ☐ Food Services/Facilities Staff - will complete duties as assigned.
 - ☐ Communication with families will be provided in their preferred language.
 - ☐ At district discretion, professional development will be provided.

Staff Off Campus

One Day

- ☐ Schedule:
 - ☐ Schedule: 2 hour delay schedule
 - ☐ Admin will communicate letter day to families/students.
 - ☐ The schedule will be posted on the district website.
- ☐ Attendance:
 - ☐ Students will follow the 2-hour delay schedule and login into Google Meets for each teacher in their classroom using the link provided on Schoology.
 - ☐ Teachers will record attendance at the start of each period and as needed throughout on SchoolTool.
 - ☐ Student absences - As in any typical absence, staff will work with the student to make up missed assignments/instruction as appropriate.
- ☐ Teaching & Learning:
 - ☐ Teachers will deliver synchronous instruction, factoring a combination of direct instruction, small group

instruction, and independent learning.

- ☐ Staff must remain active on Google Meet to provide support as students complete assigned tasks.
- ☐ Assigned tasks must align to NYS Learning Standards
- ☐ Technology & Connectivity:
 - ☐ Students and staff will bring home devices nightly in preparation.
 - ☐ The technology department will coordinate device distribution for 5th grade students.
 - ☐ Instructions for logging into Google Meet will be shared with families and students by the technology department.
 - ☐ For technology or connectivity issues, students, staff, and families should email the tech department.
- ☐ Staff Expectations:
 - ☐ Teachers will follow their daily schedule and create Google Meet links to be shared via Schoology. Teachers must make sure they provide these links to all support staff (i.e. SpEd, ENL, TAs, Aides) who support students in their classroom.
 - ☐ Teaching Assistants follow their daily schedule and join Google Meet to support students for the duration of the instructional periods.
 - ☐ Aides follow their daily schedule and join Google Meet to support students for the duration of the instructional periods.
 - ☐ Special Education Teachers should log into Google Meet to support students on their caseloads.
 - ☐ ENL teachers should work collaboratively with classroom teachers to ensure tasks contain appropriate accommodations for ELLs. Join integrated sessions through classroom teacher Google Meet links. Create Google Meet links for stand alone sessions - share these with students via Schoology
 - ☐ Related Service Providers (OT, PT, Speech, Mental Health) should provide activities for students and create Google Meets for sessions. Providers follow their daily schedule. As appropriate, mental health staff may host office hours during the day.
 - ☐ Monitors/Nurse - Professional development will be provided or other duties assigned.
 - ☐ Food Services/Facilities Staff - will complete duties or professional development as assigned.
 - ☐ Communication with families will be provided in the preferred language.
 - ☐ At district discretion, professional development will be provided.

Multiple Days

- ☐ Schedule:
 - ☐ Schedule: 2 hour delay schedule for first three days.
 - ☐ Admin will communicate letter day to families/students.
 - ☐ The schedule will be posted on the district website.
- ☐ Attendance:
 - ☐ Students will follow the 2-hour delay schedule and login into Google Meets for each teacher in their classroom using the link provided on Schoology.
 - ☐ Teachers will record attendance at the start of each period and as needed throughout on SchoolTool.
 - ☐ Student absences - As in any typical absence, staff will work with the student to make up missed assignments/instruction as appropriate.
 - ☐ Students absent for multiple days: Attendance clerk and counseling staff will make contact with families.
- ☐ Teaching & Learning:
 - ☐ Teachers will deliver synchronous instruction, factoring a combination of direct instruction, small group instruction, and independent learning.
 - ☐ Staff must remain active on Google Meet to provide support as students complete assigned tasks.
 - ☐ Assigned tasks must align to NYS Learning Standards
- ☐ Technology & Connectivity:
 - ☐ Students and staff will bring home devices nightly in preparation.
 - ☐ The technology department will coordinate device distribution for 5th grade students.
 - ☐ Instructions for logging into Google Meet will be shared with families and students by the technology department.
 - ☐ For technology or connectivity issues, students, staff, and families should email the tech department.

☐ Staff Expectations:

- ☐ Teachers will follow their daily schedule and create Google Meet links to be shared via Schoology. Teachers must make sure they provide these links to all support staff (i.e. SpEd, ENL, TAs, Aides) who support students in their classroom.
- ☐ Teaching Assistants follow their daily schedule and join Google Meet to support students for the duration of the instructional periods.
- ☐ Aides follow their daily schedule and join Google Meet to support students for the duration of the instructional periods.
- ☐ Special Education Teachers should log into Google Meet to support students on their caseloads. All components of the IEP must be followed as allowable given the remote model. If something can't be provided, communicate with the family and document how needs will be addressed. FAPE is required.
- ☐ ENL teachers should work collaboratively with classroom teachers to ensure tasks contain appropriate accommodations for ELLs. Join integrated sessions through classroom teacher Google Meet links. Create Google Meet links for stand alone sessions - share these with students via Schoology
- ☐ Related Service Providers (OT, PT, Speech, Mental Health) should provide activities for students and create Google Meets for sessions. Providers follow their daily schedule. As appropriate, mental health staff may host office hours during the day.
- ☐ Monitors/Nurse - Professional development will be provided or other duties assigned.
- ☐ Food Services/Facilities Staff - will complete duties or professional development as assigned.
- ☐ Communication with families will be provided in the preferred language.
- ☐ At district discretion, professional development will be provided.

Transportation Department Parameters

(Applicable During Hybrid or 100% Remote Learning Models)

Purpose: This section outlines the operational expectations and responsibilities of the Transportation Department during periods of modified instructional delivery, including hybrid and fully remote models. These guidelines ensure continued support for student needs, equitable access, and readiness to return to full in-person service.

A. Hybrid Instruction Model

1. Coordinated Scheduling

- Transportation must collaborate with school leadership to adjust bus routes and schedules based on hybrid attendance patterns (e.g., A/B cohorts, staggered start times).
- Capacity limits must reflect current health and safety regulations, including social distancing and face covering mandates.

2. Sanitization Protocols

- All buses must be cleaned and disinfected between routes and at the end of each day.
- Drivers and aides must be trained in proper cleaning procedures and provided with necessary PPE.

3. Support for Non-Instructional Services

- Assist with delivery of meals, instructional materials, and student technology (e.g., Chromebooks, hotspots) on days students are learning from home.

4. Communication Readiness

- Transportation must maintain up-to-date contact rosters for families and school personnel.
 - Be prepared for quick adjustments due to weather or health-related closures.
-

B. 100% Remote Instruction Model

1. Suspension of Daily Routes

- Daily student transport is paused. Drivers **may** be temporarily reassigned based on district needs.

2. Meal and Resource Delivery

- Transportation may support districtwide delivery of meals and instructional materials to ensure continued access for all students.

3. Vehicle Maintenance and Readiness

- Maintain routine vehicle checks, fueling, and preventative maintenance to ensure readiness for return to service.

4. Staff Utilization and Training

- Transportation staff may be reassigned to support clerical, maintenance, or community outreach needs.
 - The district may offer professional development for reassigned roles and health/safety compliance.
-

C. Contingency and Emergency Planning

1. Emergency Transport Readiness

- Designate drivers and vehicles for emergency response needs, such as evacuation or relocation during crises.

2. Communication and Coordination

- Ensure transportation is included in all district emergency updates and planning communications.
 - Designate a transportation liaison to participate in daily or weekly leadership briefings during remote operation periods.
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D. Key Reminders

- Student safety and access remain top priorities regardless of the instructional model.
- Flexibility and communication are essential in responding to changing conditions.
- Documentation of delivery routes, cleaning logs, and reassignment records must be maintained.