



MORRISVILLE-EATON CENTRAL SCHOOL DISTRICT

DISTRICT REOPENING PLAN

TABLE OF CONTENTS

EXECUTIVE SUMMARY	5
RESPONSIBLE PARTIES & CONTACT INFORMATION	5
ADDITIONAL PARTIES & CONTACT INFORMATION	5
COMMUNICATION AND FAMILY & COMMUNITY ENGAGEMENT	6
COMMUNICATION STRATEGIES	6
COMMUNICATIONS REGARDING REOPENING	6
CHILD CARE.....	7
RESOURCES	7
HEALTH & SAFETY	8
REOPENING PLAN MANDATORY REQUIREMENTS	8
HEALTH CHECKS.....	10
SCREENINGS	12
RELIANCE ON SOCIAL DISTANCING	12
HEALTHY HYGIENE PRACTICES	13
HAND HYGIENE.....	14
RESPIRATORY HYGIENE.....	15
SOCIAL DISTANCING.....	15
MEDICALLY VULNERABLE/HIGH-RISK GROUPS	16
PERSONAL PROTECTIVE EQUIPMENT (PPE)	17
AEROSOL GENERATING PROCEDURES	18
FACE COVERINGS	19
MANAGEMENT OF ILL PERSONS.....	20
IF STUDENTS OR STAFF BECOME ILL WITH SYMPTOMS OF COVID-19 AT SCHOOL	20
RETURN TO SCHOOL AFTER ILLNESS	22
COVID-19 TESTING	22
CONTACT TRACING	23
SCHOOL CLOSURES	23
CLEANING AND DISINFECTION	23
SCHOOL HEALTH OFFICE CLEANING	25
OTHER CONSIDERATIONS HEALTH PHYSICALS AND SCREENINGS	25
FACILITIES	26
FACILITIES REQUIREMENTS.....	26
CHILD NUTRITION	28
MANDATORY REQUIREMENTS	28
SAFETY AND SANITATION	29
FOOD SERVICE STAFF	29
VENDORS.....	29
USDA WAIVERS	29
MEAL SERVICE	30
MEALS CONSUMED ONSITE	30
MEALS CONSUMED OFFSITE	30
OTHER CONSIDERATIONS.....	30
RESOURCES	31

TRANSPORTATION..... 32

DISTRICT POLICIES & PRACTICES 32

SCHOOL BUS REQUIREMENTS:..... 32

TRANSPORTATION STAFF REQUIREMENTS..... 32

STUDENTS ON TRANSPORTATION REQUIREMENTS..... 32

BUS ROUTING REQUIREMENTS 33

SOCIAL-EMOTIONAL WELL-BEING 34

SOCIAL-EMOTIONAL WELL-BEING REQUIREMENTS 34

RESOURCES 35

SCHOOL SCHEDULES 36

SCHEDULING MODELS..... 36

COMMUNICATING SCHEDULES WITH COMMUNITY..... 37

FLEXIBILITY 37

ADDITIONAL INFORMATION 38

BUDGET AND FISCAL MATTERS & ECONOMIC OVERVIEW..... 39

ECONOMIC OVERVIEW 39

SCHOOL DISTRICT FISCAL PREPAREDNESS 39

PANDEMIC ADJUSTMENT AND CARES ACT FUNDS 39

POTENTIAL FURTHER AID REDUCTIONS 40

180-DAY CALENDAR AND ATTENDANCE REPORTING FOR STATE AID PURPOSES 40

IMPACT OF LOW ATTENDANCE ON STATE AID 40

TAX COLLECTION 40

OTHER CONSIDERATION 40

RESOURCES 41

ATTENDANCE & CHRONIC ABSENTEEISM 42

ATTENDANCE FOR INSTRUCTIONAL PURPOSES..... 42

ATTENDANCE FOR REPORTING PURPOSES..... 42

RESOURCES 42

TECHNOLOGY & CONNECTIVITY 43

KNOWLEDGE OF STUDENTS’ & STAFF’S LEVEL OF ACCESS..... 43

INSTRUCTION & PROFESSIONAL DEVELOPMENT..... 43

INFORMATION TECHNOLOGY OPERATIONS 43

RESOURCES 45

TEACHING & LEARNING 46

MANDATORY REQUIREMENTS 46

CONSIDERATIONS FOR REOPENING 46

VIRTUAL LEARNING APPROACHES & PRACTICES..... 47

EARLY LEARNING – PREKINDERGARTEN 47

KINDERGARTEN THROUGH GRADE 5 48

GRADE 6..... 48

GRADES 7 THROUGH 12 – UNITS OF STUDY..... 49

ARTS 49

PHYSICAL EDUCATION 49

LIBRARIES..... 50

ACADEMIC INTERVENTION SERVICES..... 50
GRADING 50
ASSESSMENT 50
RESOURCES 51

CAREER & TECHNICAL EDUCATION (CTE)..... 52

WORK-BASED LEARNING 52
MADISON-ONEIDA BOCES SCHEDULE & INSTRUCTIONAL MODEL 52
RESOURCES 52

ATHLETICS & EXTRACURRICULAR ACTIVITIES..... 53

ATHLETICS..... 53
EXTRACURRICULAR ACTIVITIES..... 53
EXTRACURRICULAR ACTIVITIES AND USE OF FACILITIES OUTSIDE OF SCHOOL HOURS 53

SPECIAL EDUCATION..... 54

ENSURING FAPE 54
PARENT ENGAGEMENT..... 54
COLLABORATIONS 54
ACCESS TO ACCOMMODATIONS, MODIFICATION, SUPPLEMENTARY AIDS AND SERVICES, AND TECHNOLOGY 54
DOCUMENTATION OF SERVICES OFFERED AND PROVIDED 55
ADDITIONAL CONSIDERATIONS 55
RESOURCES 59

ENGLISH AS A NEW LANGUAGE (ENL)..... 60

MANDATORY REQUIREMENTS 60
RESOURCES 61

STAFFING & HUMAN RESOURCES 62

TEACHER & PRINCIPAL EVALUATION SYSTEM (ED LAW §3012-D / APPR)..... 62
CERTIFICATION..... 62
INCIDENTAL TEACHING 62
SUBSTITUTE TEACHING..... 62
STUDENT TEACHING 62
RESOURCES 63

GLOSSARY OF TERMS BY TOPIC..... 64

BILINGUAL EDUCATION AND WORLD LANGUAGES 64
CAREER AND TECHNICAL EDUCATION..... 65
EARLY LEARNING (PREKINDERGARTEN) 66
HEALTH AND SAFETY..... 66
SOCIAL EMOTIONAL LEARNING 67
TEACHING AND LEARNING: 69

EXECUTIVE SUMMARY

The COVID-19 pandemic has affected all residents of the Morrisville-Eaton Central School district, and all New Yorkers in myriad ways. Individuals, families, and communities have suffered physically, emotionally, financially, and educationally. But, when Morrisville-Eaton Central Schools were required to close their buildings on March 18, 2020, instruction and support services continued. Our school community has worked tirelessly with the Madison County Health Department and other community-based organizations to ensure that students and their families continue to receive critical resources, like food and childcare.

The 2020-2021 school year will be our time to recover, rebuild, and renew the spirit of Morrisville-Eaton Central Schools. Working together, educators, students, parents, and community members will continue to address this challenge with resiliency, tenacity, and grit.

This document is intended to provide our families, students, faculty and staff, and community with information on how instruction will occur whether it is in-person, virtually, or in some combination of the two (hybrid). Specifically, this document outlines the essential elements that must be included in our district reopening plan, as well as recommended best practices for moving forward in these unprecedented times.

Please note that guidance from the New York State Education Department, the New York State Health Department, and the Madison County Health Department, may differ in some respects and allows the district to make decisions based on the needs of our students.

This plan will continuously evolve as details of each section are determined. It should not be considered a final draft, rather a fluid draft. As we learn more about COVID-19 and receive refined guidance from experts, adaptations to our processes will be polished.

Responsible Parties & Contact Information

Questions regarding this reopening plan can be directed to the following responsible parties:

- Morrisville-Eaton Central School District: Gregory Molloy, Superintendent, gmolloy@m-ecs.org, 315-684-9300.
- Edward R. Andrews Elementary School: Bryan Fairbrother, Interim Elementary Principal and Director of Special Education, Response to Intervention, and Data, bfairbrother@m-ecs.org, 315-684-9288.
- Morrisville-Eaton Middle-High School: Edward Waskiewicz, Middle/High Principal, ewaskiewicz@m-ecs.org, 315-684-9121.

Additional Parties & Contact Information

Questions regarding this reopening plan can be directed to the following additional responsible parties:

- Business Office: Peter Mahunik, pmahunik@m-ecs.org, 315-684-9158.
- Food Service: Debra Smith, dsmith@m-ecs.org, 315-684-5916.
- Technology: Joe Willis, jwillis@m-ecs.org, 315-684-9300.
- Transportation & Athletics: Christopher Doroshenko, cdoroshenko@m-ecs.org, 315-684-3014.

COMMUNICATION AND FAMILY & COMMUNITY ENGAGEMENT

The Morrisville-Eaton Central School District believes that regular and frequent communication between schools, families, and the greater school community is an essential element of effective family and community engagement. With all the uncertainty surrounding COVID-19’s spread and its impact on the local communities, communication and family engagement will be more important than ever this year. When families, the schools, and community work together and keep each other informed, students are more successful, and everyone benefits.

As plans for reopening Morrisville-Eaton schools are being developed, the district and schools are working together with parents/guardians, students, and other stakeholder groups to foster trust and instill confidence. Building these strong relationships takes regular, frequent, and transparent two-way communications. These communications are clear and consistent, and families are encouraged to engage in the process. Any and all communications sent out to families are provided in the language(s) spoken at home among families and throughout the school community. Written plans are also accessible to those with visual and/or auditory hearing impairments.

Communication Strategies

The district utilizes various approaches to communicating with its students, families, faculty and staff, and greater school community. Below is a list, albeit not comprehensive, of communication approaches/solutions utilized by the district:

1. SchoolMessenger, www.schoolmessenger.com, an online platform for unifying communications across devices and platforms by using e-mail, text, phone calls, and social media posts.
2. School Website, www.m-ecs.org.
3. Virtual Meetings – for both faculty and staff, and families
4. USPS mail delivery
5. District email
6. Telephone calls

Communications Regarding Reopening

The district has had regular and frequent communication with families and the greater school community since the start of the COVID-19 Extended Closure. Currently, the district has communicated and involved families and the greater school community in the reopening discussions. Below is a listing, albeit not comprehensive, of communications sent out to the district:

Date	Delivery Method	Content/Subject
July 13, 2020	School Messenger – Email, Phone, Text, and Thought Exchange	Thought Exchange for Faculty & Staff on “What are some important things to consider as we develop a return to school strategy for staff?”
July 14, 2020	School Messenger – Email, Phone, Text, and Thought Exchange	Thought Exchange for Parents & Guardians on “As we prepare for a variety of possible learning formats for the 20-21 school year including in-person, remote, or a combination of the two, what should the district

		consider to make it the best experience possible for students and parents (under the circumstances)?
July 17, 2020	School Messenger – Email, Phone, and Text District website	A letter identifying some of the work the district was planning to complete over the following two weeks of delivery; Letter RE Reopening Planning July 17 2020.pdf .
July 17, 2020	School Messenger – Email, Phone, and Text District website	A Microsoft Forms Survey was delivered to families, community members, and faculty and staff regarding reopening.
July 22, 2020	Virtual Meeting via Microsoft Teams	<i>Reopening Morrisville-Eaton Central Schools: Parent & Community Group</i> . This group consisted of parents, community members, district administrator(s), and representatives from the Madison County Health Department to discuss reopening options and gather input into the possible reopening options.
July 29, 2020	Virtual Meeting via Microsoft Teams	<i>Reopening Morrisville-Eaton Central Schools: Reopening Steering Committee</i> . This group consisted of parents, community members, district administrator(s), and the district’s Strategic Planning and Professional Development Committees. The purpose of this meeting was to discuss reopening options and gather input into the draft reopening plan.

Child Care

The district will continue to offer guidance to families about where they can secure child care if needed. The district provides regular messages to families including a contact number of the Oneida-Herkimer-Madison Child Care Resource Center: 315-223-7850 extension 222. Families are also provided the e-mail address to inquire about child care: earlycareandlearning@cornell.edu.

Resources

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

HEALTH & SAFETY

The Morrisville-Eaton Central School District, focused on preventive actions, will be requiring health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; develop plans to maximize social distancing; develop plans to manage and isolate ill persons until they can be sent home; instruct students and staff in proper hand and respiratory hygiene; require wearing appropriate face coverings; and develop cleaning and disinfection procedures for the school in accordance with CDC and DOH guidance.

The health and safety of the children and adults in our schools is paramount. Health and safety considerations will always come first in every decision made and every action taken by our schools and districts. Whether instruction is provided in-person, remotely, or through some combination of the two, The Morrisville-Eaton Central School District 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.

In each of these categories, the Morrisville-Eaton CSD has noted those recommendations that are essential as they represent the minimum standards. Additional considerations are based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH) and have also been reviewed and included as feasible in this Reopening Plan. The district will continually monitor the CDC and DOH websites to keep current with the latest COVID information and guidance.

Reopening Plan Mandatory Requirements

- MECS has developed protocol for the ability to maintain appropriate social distance, PPE and face masks. All staff will aide in reinforcing that this is taking place.
- MECS will communicate district plans prior to the start of school on its website.
- The MECS Reopening Plan was developed in collaboration with the Madison County Health Director, Eric Faisst and school nurse, Molly McConnville, RN. Once in draft form, a Steering Committee of parents, students, faculty/staff, and administrators provided input. No individual was denied the opportunity to be part of this committee and all parents/students were invited.
- After the plan was finalized, our medical director, Dr. Sunny Nelson and Melanie Angell, P.A. were provided an opportunity to review the comprehensive plan. Dr. Nelson has agreed to provide ongoing consultation as we navigate the pandemic. The district will continuously update and improve our plan based on best practices and recommendations provided by Dr. Nelson, P.A. Angell, and Mr. Faisst. Staff will be trained on how to observe for signs of illness in students and other staff and symptomatic persons will be required to be sent to the isolation room and be evaluated by the school nurse.

- MECS has a protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for students faculty and staff.
- All ill students and staff will be assessed by school nurse or medical director and will be sent home to follow-up with their healthcare provider.
- Students or staff with a temperature of 100.0°F or greater, signs of illness, and/or a positive response to the questionnaire will be refused admittance on the school bus or be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- MECS will screen visitors, guests, contractors, and vendors to the school which includes health screenings.
- Parents/Guardians will observe for signs of illness in their child that require staying home from school. They are encouraged to communicate absences with Nurse, building secretary, or teacher.
- Appropriate signage to instruct staff and students in correct hand and respiratory hygiene will be displayed throughout the school.
- MECS staff and students will maintain 6 feet distance whenever practicable and **ALL** must wear a face covering whenever social distancing is not maintained, including during classroom instruction even though students will be seated in an arrangement where they are six feet apart.
- The district will accommodate students and staff who are at high risk or live with a person at high risk through remote, virtual instruction.
- Mask breaks will be based on student needs and schedules. Principals and teachers will aid in creating protocols for these breaks.
- Anyone who enters the building (students, faculty, staff, parents, and other visitors) must possess a face covering or one will be supplied to them by the receptionist.
- MECS will comply with CDC guidance and guidelines for the return to school of students and staff following illness or diagnosis of a confirmed case of COVID-19 or following quarantine due to contact with a confirmed case. Return to school will be coordinated with the Madison County Department of Health.
- Cleaning and disinfecting the school will be conducted following CDC guidelines.
- The Business Manager will be designated as COVID-19 Safety Coordinator. 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 any school sponsored activities recommence.
- MECS will translate all guidelines into the appropriate languages necessary for parents/guardians with unique needs.
- Any person who enters a Morrisville-Eaton school building or bus will have screening done prior to arrival. If, for some reason someone has not been screened, he/she will be screened via the intercom per DOH guidelines before entering by trained staff or in the case of students entering will be immediately referred to the school nurse.
- School Health personnel will wear PPE when assessing ill persons or conducting certain respiratory treatments.
- Two rooms will be designated in both buildings at MECS. One will be for healthy students to obtain medications and nursing treatments. The second will be for isolating ill persons.
- MECS will use disposable equipment and supplies in the health office as much as practicable.
- Sufficient supplies (face coverings, tissues, hand hygiene supplies, cleaning supplies etc.) will be assessed and replenished as often as needed.

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 screenings that must be conducted each morning before coming to school. All will be instructed that any student or staff member with a fever of 100.0°F or greater, and/or symptoms of possible COVID-19 virus infection should not be present in school. The Center for Disease Control and Prevention (CDC) keeps 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 none at all. As of 7/22/2020, 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, vomiting and/or diarrhea

It is strongly recommended that all staff are educated 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 or irritability
- Frequent bathroom use

Students and staff exhibiting these signs with no other explanation for them should be sent to the isolation room for an assessment by the school Nurse. If a school Nurse is not available, the school will contact the child's parent or guardian to direct them to pick up their ill child. Ill staff members will be sent 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 greater than 100.0°F or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students will be supervised in the isolated area while waiting for their transport home. The nurse will refer faculty/staff showing symptoms and parents/guardians of children showing symptoms to a healthcare provider for immediate attention.

Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during the time he/she is on campus. The nurses will collect this information and notify the relevant supervisors and/or building administrators either by phone call or email.

Staff will be required to self-screen prior to arrival at school. Parents/guardians will be responsible for screening their child(ren) before sending them to school. Screening of students includes a daily temperature check and periodic completion of a screening questionnaire. 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 students, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual). The district will maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared) for a minimum of 14 days. The district will provide staff and parents/guardians reminders of the requirement as compliance concerns arise and routinely throughout the year. This will be accomplished by:

- Providing, monthly 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.

School nurses will collect screening information from staff and parents/guardians using a paper-form questionnaire. Confidentiality will be maintained.

MECS will designate the school nurses to review the incoming reports of screening by staff and parent/guardians and attesting that they are completed. This person will also be the contact for staff or students to inform if they later experience COVID-19 symptoms. Procedures which require the parent/guardian to report the results of such screening rely on the parent/guardian to complete the report. Because the parent/guardian symptom screen evaluation is done at home the school will:

- Ensure all students are treated equally; and
- Ensure students whose parent/guardian did not complete the screening are not singled out.

It may not be possible for some families to conduct screenings at home for reasons such as:

- The information may not be in their primary language;
- The home environment may not be conducive to this process each morning; and/or
- The family may not remember to complete the screening.

MECS has multiple avenues of completion of screening and the child’s inability to be screened at home will not be used as a basis to exclude students from school. Parents/Guardians will be expected to screen their child(ren) each day. When screening is not possible due to unique circumstances, the bus driver will contact the dispatcher prior to the child’s entry into school. The dispatcher will contact the child’s parent/guardian and ask the screening questions over the phone. The dispatcher will document the screening taking place this way. If the

parent/guardian is unavailable, the student will be referred to the school nurse who will screen the child before the child enters any classroom spaces. Students who may require screening to be completed at school will be treated in a confidential manner and will have the screening completed as quickly as possible to minimize time away from class.

Screenings

Students will be screened at school if the child fails to turn in a self-screening form completed by his/her parent/guardian and the parent/guardian cannot be reached via phone. Additionally, steps will be taken to ensure screenings for unscheduled visitors. The nurses of the Morrisville-Eaton CSD performing health screenings including temperature screenings will:

- Utilize staff members to supervise students who are waiting their turn. While waiting, students will be socially distanced;
- Ensure either themselves or other trained staff members perform temperature screenings;
- Maintain sufficient inventory for taking temperatures such as disposable thermometer probes; and
- Ensure PPE or barriers will be used while screening is conducted.

Reliance on Social Distancing

Upon arrival of unscreened students and school visitors, students (and their family group if together) will be required to stand at least 6 feet away from faculty, staff, students, and other individuals on campus. Parents/guardians must attest that their child(ren) does/do not have a fever, shortness of breath or a cough. The individual greeting the child will 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.

When using Barriers/Partition Controls for conducting temperature screenings:

- The nurse will stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks;
- The nurse will perform hand hygiene;
- The nurse will wash her hands with soap and water for 20 seconds. If soap and water are not available, a hand sanitizer with at least 60% alcohol will be used;
- The nurse will put on disposable gloves;
- The nurse will check the child's temperature, reaching around the partition or through the window;
- Nurses must ensure their face remains behind the barrier at all times during the screening;
- If performing a temperature check on multiple individuals, nurses will ensure that a clean pair of gloves for each child will be utilized and the thermometer will be cleaned thoroughly between each check;
- If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with the child, it is not necessary to put on new gloves before the next check; and
- If non-contact thermometers are used, they will be cleaned with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. The same wipe may be reused if it remains wet.

When using 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) will be used when within 6 feet of a child.

- Upon arrival, the nurse will wash her 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 is occurring;
- The nurse will take the child's temperature;
- If performing a temperature check on multiple individuals, the nurse will ensure that a clean pair of gloves are used for each child and the thermometer will be thoroughly cleaned between each check;
- If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with an individual, nurses do not need to change gloves before the next check.
- If non-contact thermometers are used, they must be cleaned with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. The same wipe can be used for multiple cleanings if it remains wet;
- After each screening, the nurse will remove and discard gloves; and
- The nurse will use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash her hands with soap and water for at least 20 seconds.

Healthy Hygiene Practices

Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. The District will work with BOCES to develop and provide instructional materials to the school community in hand and respiratory hygiene. The district will provide adequate supplies and allow appropriate time for frequent hand hygiene. Signs will be posted throughout the school and regularly share messages with the school community. Signage will be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- 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 can be accomplished in person, by videos, announcements, and posters or signs. The district will post signage in highly visible areas including:
 - Entrances
 - Restrooms
 - Cafeterias
 - Classrooms
 - Auditoriums
 - Janitor and Staff areas
 - Administrative offices

The nurses will utilize CDC sample announcements on reducing the spread of COVID-19 for guidance on messages to the community, videos about behaviors that prevent the spread to develop training materials, and print and digital resources on CDC's communications resources main page, along with the NYSDOH COVID-19 signage for the development of school-wide signage.

Hand Hygiene

Students and staff will practice good hand hygiene to help reduce the spread of COVID-19. School personnel will plan time in the school day to allow for hand hygiene. Students and staff will be instructed that 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.
- Hand sanitizer will be available throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able;
- Hand sanitizer consisting of 60% alcohol will be available only in supervised areas.
- Signage will be placed near hand sanitizer stations indicating that visibly soiled hands should be washed with soap and water; and
- Students or staff who are unable to use alcohol-based hand sanitizers will be permitted to wash their hands with soap and water as necessary.

The district will provide the following:

- adequate facilities and supplies for hand washing including soap and water;
- Paper towels with touchless dispensing (however there is a mechanical backup requiring touch if necessary). Automatic touchless paper towel dispensers will be installed as supply allows and installation is feasible. All hand dryers will be deactivated.
- no-touch 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; and
- the promotion (by teachers) of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

Students and staff will be expected to wash/sanitize hands, as follows:

- Upon entering the building and each classroom;
- After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping or blowing nose, or coughing into hands;
- Upon coming in from outdoors; and
- Anytime hands are visibly soiled.

Respiratory Hygiene

Processes and procedures for respiratory hygiene will be included in the training materials for faculty/staff, students, and the community. Training resources will explain that the COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. These materials will emphasize the importance of students and staff covering their mouths or noses with a tissue when coughing or sneezing and disposing of the tissue appropriately. A supply of tissues and no touch trash cans will be available in each room. If no tissues are immediately available at the time of a cough/sneeze, faculty/staff and students will be advised that, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Training resources will note that hand hygiene should be performed after sneezing, coughing and handling dirty tissues or other soiled material.

Social Distancing

The district will work toward making student groupings as static as possible by having the same group/cohort of students stay together as much as feasible. Additionally,

- the size of groups/cohorts of students will be determined by the number of students who can be in each classroom while maintaining 6 feet social distancing.
- the district will stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms. The district will utilize multiple 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. Walkers and students being dropped off will enter designated doors in order to collect health screening questionnaires.
- Principals will ensure that each entrance being utilized is monitored and secured after use. Students entering the building in the first stage or leaving school in the second stage will be monitored by school personnel in spaces with appropriate social distancing.
- Walkers and students dropped off by parents can enter the school as early as the first stage of students being dropped off by bus at each school building and may be picked up as late as the last stage of bus dismissal at the end of the day;
- Contact and entry of parents/guardians will be limited, to the greatest extent possible. Building principals will develop a system for parents to contact the office to coordinate the pickup of their children or drop off of materials/supplies.
- Student movement within the building will be reduced wherever possible by keeping students within a defined area or classroom and modifying class schedules or class transitions by:
 - Keeping elementary and lower middle school students with the same teacher or classroom space each day wherever feasible
 - When possible, special area teachers (e.g., music, art, physical education) will go to individual classrooms versus rotating all students through shared spaces that is not able to be cleaned with each new use. Whenever possible, physical education and music classes will be held outside and students will be required to spread out. When special area class activities cannot be
 - The use of restrooms will be staggered and flexible. Bathrooms will be monitored during times of high traffic by staff to ensure social distancing, and students are washing hands after use.
 - Bathrooms will be cleaned two times per day and at times when they are reported to be dirty.

- Desks (including teachers) will be arranged in a way that they all face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
- Windows will be opened to improve ventilation when the outside temperature is above 68 degrees and there are no health or safety risks that result from the open windows (e.g., allergies, or potential fall);
- Student belongings will not be mixed - individual student belongings will be separated. Shared supplies will be permitted by groups of four or less students. Shared supplies will be cleaned between use by different cohorts of students;
- Decals and signage will be displayed throughout hallways, classrooms, and other building spaces that will illustrate traffic flow and show appropriate spacing between individuals;
- Principals and the food service director will explore the use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If alternate spaces are not available, Classrooms will be grouped together in lunchrooms while adhering to the social distancing rules;
- Classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways) will be restricted so that individuals can be socially distanced. Lockers or other student storage areas will be assigned by cohort or eliminated altogether. Students, however, will not be expected to carry an unreasonable number of books or materials throughout the day;
- Gathering in small spaces (e.g., elevators, faculty offices) will be limited to no more than one individual at a time, unless all individuals in such spaces are wearing acceptable face coverings;
- Playgrounds will be permitted for recess. Outdoor recess will be assigned throughout the day in a way that limits the number of students on a playground to one class. Any activities that require more than one class group to interact will be limited and will only occur when the principal determines that the activity is essential. Before and after touching play structures, students, faculty and staff will be expected to wash hands and maintain 6 feet of space from other children to the greatest extent practicable. Visual cues will be displayed around the playground that will help children physically distance.
- Music and PE teachers will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requiring projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.
- All student in-person assemblies will be cancelled. Athletic events and practices will be cancelled until allowed by future NYS DoH guidance. Virtual field trips will be supported by the district. Parent meetings will be held remotely (virtually) whenever possible – special accommodations for in-person meetings will be coordinated when a parent is unable to access virtual meetings. School-wide events will be designed and conducted virtually;

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. The Morrisville-Eaton CSD will accommodate the needs of these students by providing them with access to synchronous and asynchronous curriculum materials developed and produced by their teacher(s) or other teachers assigned to support remote learners. 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. Parents/guardians will be encouraged 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 will include:

- Planning and coordination of:
 - school health services personnel
 - special education personnel
 - pupil personnel services and
 - administration.
- A districtwide awareness through training materials that such families are already under significant stress and COVID-19 has made their situations more critical.

Depending on the unique needs of specific students, alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include solutions such as:

- 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, the child(ren) will be provided remote instruction utilizing synchronous instruction whenever possible, and asynchronous instruction when circumstances require it.

Personal Protective Equipment (PPE)

The district will consult with BOCES to develop training materials that illustrate the OSHA COVID-19 guidance for information on how to protect themselves from potential exposures, according to their exposure risk pursuant to their Exposure Control Plan.

School nurses will follow the CDC recommendation of using 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 will utilize standard precautions at all times;
- Transmission-based precautions will be used when assessing persons suspected of having COVID-19;
- The district will maintain at least a 90-day supply 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; and
- The wearer will wash their hands after removing the shield and before putting it on.

Due to the high demand of PPE, obtaining this equipment may pose challenges. The district will continue working with BOCES, vendors and the local Emergency Preparedness Center to procure supplies. If at any time the district runs out of PPE, remote learning for all will commence until it is restocked.

Aerosol Generating Procedures

Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. Based on CDC recommendations, the Morrisville-Eaton CSD will require PPE use when administering AGPs. PPE consists of:

- Gloves;
- N95 or surgical facemask;
- In lieu of N95 - a surgical mask with face shield;
- Eye protection; and
- A gown (if necessary).

PPE will be used by the nurse when:

- Suctioning*;
- Administering nebulizer treatments*; or
- Using peak flow meters with students who have respiratory conditions.

* These treatments will not be conducted in school at this time.

Treatments such as nebulized medication treatments and oral or tracheostomy suctioning will not be done in school setting. Based on CDC recommendations during the COVID-19 pandemic, respiratory medications utilizing metered dose inhalers (MDI) with a spacer or valved holding chamber will be used over nebulizer treatments. Based on limited data, use of MDIs (with or without spacers or valved holding chambers) is not considered an aerosol-generating procedure.

Face Coverings

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 be prepared to put on a face covering if another person unexpectedly cannot socially distance. All students and staff members must wear appropriate face coverings:

- Whenever they are within 6 feet of someone;
- In hallways;
- In restrooms; and
- In other congregate settings, including buses.

In addition to face covering, a face shield will be worn when on the bus, passing in hallways and/or while waiting in lunch line when 6 feet cannot be maintained.

The district will provide acceptable face covering to faculty, staff and students who need one and maintain a 30-day supply in case of need for replacement per Executive Order 202.16. The district will allow an employee to wear their own acceptable face covering but may not require they supply their own face coverings. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so. Because face coverings may be challenging for students (especially younger students) to wear in all-day settings teachers will be expected to schedule mask breaks throughout the day.

Face coverings will not be required on:

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

Training materials developed in consultation with BOCES, the CDC, and school nurses will show students, parents/guardians, staff, contractors and vendors:

- 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 and
- face coverings are for individual use only and should not be shared.

Students and staff will 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 will 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 will be sent to the isolation room to be evaluated by the school nurse (RN). The nurses will understand and be able to explain to others that oftentimes, 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, students/staff will be isolated and dismissed if they exhibit 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. Building principals will work collaboratively with school nurses to determine and provide necessary additional staffing to assist with non-nursing tasks such as:

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

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

The district will follow Education Law §906, which provides [w]henver...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 law. 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 are required to immediately report any illness of students or staff to the school nurse. 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 will be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, students will be expected and required to wait for their turn at least 6-feet apart from other visitors. Two rooms will be utilized in each building 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 will be supervised by an adult and 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 will 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 and physical barriers where possible. Multiple students suspected of COVID-19 may be in the isolation room as long as they can be separated by at least 6 feet. The Morrisville-Eaton CSD will follow the CDC and NYSDOH recommendations including:

- 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.

- Waiting at least 24-hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- 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.
 - Refer to DOH’s “Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure” for information on “close and proximate” contacts.
- 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 will not be required, however routine cleaning and disinfection will continue.
- If a separate room is not available, students and staff will be required to keep at least a 6-foot distance between ill individuals and other persons. If they cannot be isolated in a separate room from others, students and staff will be required to wear a face covering 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. If the student/staff member does not have a mask of his/her own, one will be provided by the school nurse or other district personnel. During the dismissal of a student due to exhibiting COVID-19 symptoms, the following steps will be followed:
 - Students will be escorted from isolation area to the parent/guardian;
 - The parent or guardian will 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, 911 will be called and the operator will be notified that the person may have COVID-19;
 - Training materials for faculty and the community will include 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. The nurse will 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

- School personnel will 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 or 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, the COVID-19 Safety Coordinator or his/her designee will notify the local health department to determine what next steps must be taken to best protect the school community.

Return to School after Illness

The Morrisville-Eaton 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 provider written note stating they are clear to return to school.

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 will not be permitted to return to school and must 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); and
- 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.
- 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.

COVID-19 Testing

The Morrisville-Eaton CSD will follow the CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted will be left to the parents/guardians in the possible case of student infection and the faculty/staff member in the possible case of district personnel infection. Parents/guardians and faculty/staff will be advised to seek a recommendation for testing by their healthcare provider or the Madison County Health Department.

If during the course of the 2020-2021 school year, it is necessary for the district to perform COVID-19 testing onsite, we will apply for the ability to serve as a limited service laboratory (LSL). Testing will not occur onsite until the application for such testing is approved.

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. The Morrisville-Eaton CSD will cooperate with state and local health department contact tracing. The district will assist the public health departments in knowing who may have had contact at school with a confirmed case 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; and
- 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. Questions will be directed to the local health department.

Confidentiality will be maintained as required by federal and state laws and regulations. The district will seek guidance and direction from the Madison County Health Department with all contact tracing. Staff shall not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

School Closures

The district will collaborate with the Madison County Health Department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. The Superintendent will consider closing school if absentee rates impact the ability of the school to operate safely, if PPE supply becomes insufficient, if social distancing is not possible due to enrollment and class sizes, or other factors that pose a risk of increased virus exposure. The district may choose to modify operations prior to closing to help mitigate a rise in cases. Such changes may include regressing to fewer students attending classes in person or going to full, remote instruction for a period of time. The COVID-19 Safety Coordinator or his designee will consult with the District's physician and the Madison County Health Department when making such decisions.

Cleaning and Disinfection

The district will follow the CDC's Reopening Guidance for Cleaning and Disinfection for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. The Morrisville-Eaton CSD school-wide cleaning protocols will address classrooms, restrooms, cafeterias, libraries, playgrounds, and buses. Under this guidance, the district will perform the following:

- Normal routine cleaning with soap and water to decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;

- Disinfect using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products will be registered with EPA and the NYS Department of Environmental Conservation (DEC). Cleaners will frequently disinfect surfaces and objects touched by multiple people;
- When EPA-approved disinfectants are not available, alternative disinfectants will be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). Cleaners will take care to avoid mixing bleach or other cleaning and disinfection products together since this can cause fumes that may be extremely dangerous to breathe in. All disinfectants will be stored out of the reach of children;
- The maintenance supervisor will identify cleaning and disinfection frequency for each facility and area type; and
- The maintenance supervisor will maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area. Cleaning plans will include considerations regarding the safety of custodial staff and other people in the facility who are carrying out the cleaning or disinfection. In order to disinfect areas frequently, additional staff (i.e. teachers, aides, assistants, administrators) will be provided training. The maintenance supervisor will refer to the Occupational Safety and Health Administration’s website on Control and Prevention for reference information on concerns related to cleaning safety, including training staff as systems are developed. 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; and
 - Faucets and sinks.

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

- The maintenance supervisor will establish a schedule for cleaning and changing heating/air conditioning system filters. Opening windows, if it can be done safely.
- Teachers will be encouraged to conduct classes outdoors when possible to increase airflow;
- Manufacturer’s instructions will be adhered to for cleaning and disinfecting electronic devices including laptops, iPads, Chromebooks, keyboards and computer mice, etc., between use. If the manufacturer’s guidance is unavailable, alcohol-based wipes or spray having at least 70% alcohol per CDC Guidance will be utilized. Surfaces will be dried thoroughly to avoid the pooling of liquids;
- Musical wind instruments will not be shared whenever feasible. In the event a wind instrument must be shared, it will be cleaned by the music teacher between use per the manufacturer’s directions;
- Playgrounds will be cleaned following CDC guidance. Per this guidance, playgrounds and other outdoor play areas will receive normal routine cleaning. Disinfectant sprays will not be used on these areas since

they are not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public. High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely. Wooden surfaces (play structures, benches, tables) and groundcovers (mulch, sand), sidewalks and roads are not considered as outdoor elements required to be cleaned or disinfected.

- Shared athletic/gym equipment (e.g., balls, protective gear) will be cleaned by the teacher or other district personnel between use per manufacturer's directions.

School Health Office Cleaning

School health office cleaning will occur after each use of:

- Cots;
- Bathroom; and
- 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.

The school nurses will access additional information on cleaning health office equipment from the New York State Center for School Health's website under COVID-19.

Other Considerations Health Physicals and Screenings

Due to the COVID-19 pandemic and the effect it is having on healthcare providers, the Department released the memo "*Health Examinations in Light of COVID-19 Pandemic*," which provides direction to schools when students are delayed in obtaining required health physical examinations, along with information on the required health exam form *Required NYS School Health Examination Forms*. As the district works to adhere to guidance from the memo, the Morrisville-Eaton CSD will:

- Have school nurses continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021;
- Allow parents/guardians additional time to provide the completed health exam to the school;
- Allow student athletes to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria;
- Require health examinations to be completed on the NYS Required Health Examination Form or an electronic health record equivalent form beginning February 1, 2021. This directive may change depending on the status of the COVID-19 pandemic in the fall; and Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year due to the COVID-19 crisis, unless such screening has otherwise been deemed necessary, pursuant to an amendment to Commissioner's Regulations section 136.3(e).

FACILITIES

The Morrisville-Eaton Central School District and its schools will promote social distancing while maintaining existing safety requirements designed to protect students. To accomplish this, the schools may expand their physical footprint or change the way they utilize space. The schools will also continue to meet or exceed ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

The district's schools will continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. The building principals, or his/her designee, will plan for these drills to be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Facilities Requirements

General Health & Safety: All guidance related to health and safety, including meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent the spread of infection shall be adhered to.

Fire Code Compliance: All requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code will be followed and any changes or additions to facilities will be submitted to the SED Office of Facility Planning (OFP) for review and approval.

Doorways: The function, position, and operation of all doors shall remain unchanged.

Emergency Drills: All Fire Safety, Evacuation and Lockdown drills required by Education Law and the Fire Code shall be conducted without exception. Methods to promote and provide for social distancing shall be considered.

Inspections: The District is scheduled to complete a Visual Inspection during 2020 and the deadlines for this requirement shall be met.

Lead Testing: The District is prepared to conduct lead-in-water testing when the buildings are "normally occupied."

Required Square Footage: The District is not currently planning to make changes to class use or occupant load, but shall contact the OFP prior to initiating any such change.

Alterations: The District does not plan to make alterations, but we will consult with our architects and submitting floor plans to OFP for approval if the need to make alterations arises.

Space Expansion: The District is not expanding its square footage at this time, but would consult with our architects and submit plans to OFP for review and approval of any projects or offsite lease proposals (TQ Project) that are deemed necessary.

Tents for Additional Space: The District is not considering the use of temporary or permanent tents as alternate spaces at this time, but will comply with all permitting and applicable code requirements if the need arises.

Plumbing Facilities and Fixtures: The District will meet all minimum standards of the New York State Building Code while adhering to all social distancing guidelines. No temporary facilities are planned at this time. Any plans in the future would be submitted to OFP for approval prior to implementation.

Drinking Water Facilities: The District will take drinking fountains out of service but ensure the appropriate number of bottle fillers in each school to meet the required ratio to building occupants.

Ventilation: The District shall be installing higher efficiency air filters throughout both the Elementary and Middle/High Schools. The District is investigating alterations to the air ventilation rate and considering opening dampers to increase the flow of outside air into the buildings.

Considerations for Reopening Plans: Polycarbonate barriers will be installed at first points of contact in each building and in other locations as needed. Alcohol-based hand sanitizer dispensers will be available throughout both buildings, installed in compliance with FCNYS 2020 §5705. All doors in the schools are equipped with door closers and are fire rated. These doors are not permitted to be fixed in an open position and shall not be. Plastic separators and dividers are not being considered at this time. The District acknowledges that dividers at doors and other points of congregation would require OFP approval prior to installation.

Ventilation Mandatory Requirements: The district will maintain adequate, code required ventilation (natural or mechanical) as designed.

CHILD NUTRITION

The Morrisville-Eaton Central School District's Food Service Director is an integral member of the reopening committee. The food service director ensures that the district is able to meet its requirements to provide all enrolled students with access to school meals each school day whether school is in-person or virtual; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means, in the languages spoken by those families.

To meet the challenges of the COVID-19 pandemic, food service has changed significantly since March 2020, and will continue to adjust as the new school year approaches and into the fall. As we consider the needs of our students and the district as a whole, we are focusing on the following requirements to ensure the health and safety of our students, faculty, and staff:

- Clear communication to students, faculty, staff, and parents in primary languages spoken
- Safety and Sanitation within the Food Service Department
- Contacting Vendors and Suppliers to ensure we have proper equipment and delivery plans
- USDA Waivers
- Meals consumed onsite
- Meals consumed offsite

Clear Communication to Students, Faculty, Staff, and Parents in Primary Languages Spoken. It is imperative that we maintain a high value for our food service program, which contributes to the overall student success. The Food Service Department will strive to improve speed of service, maintain variety, accommodate dietary restrictions and preference, and offer new alternatives whenever possible to address any concerns that will arise from necessary changes. The department will continue to meet meal requirements set forth by NYS Child Nutrition Program.

During the public health emergency, meal benefits have been available to many students. As school returns, it will be important to communicate to families that all meals may not be available at no cost to all students. Therefore, MECS plans to communicate the above information to families regarding meal service, eligibility, options, and changes in operations via the district's website homepage, emails, automated phone calls using the SchoolMessenger system, and social media posts. In addition, we will strongly encourage the use of our online school payment system by parents/guardians. We will also explore fee-free electronic payment options which would address some parent concerns regarding online payments. Cash payments will remain an option, but the collection of such funds will take place in classes with sealed envelopes and submitted to the business office for processing. We feel this is the proper time to become a cashless operation, if possible. Questions, comments, or concerns can be directed to Deb Smith, School Lunch Manager, e-mail: dsmith@m-ecs.org, or phone 315-684-5916.

Mandatory Requirements

- All students enrolled in the District will have access to school meals each day whether attending in person or at home learning remotely.
- The District's kitchens will meet all applicable health and safety guidelines.
- Students with food allergies will be protected when means are provided outside of the cafeteria.

- Students will be instructed on appropriate hand hygiene protocols (washing with soap and water at least 20 seconds, using alcohol-based hand sanitizer) and reminded to follow them before and after eating. Hand hygiene will be promoted through signage and announcements.
- Students will be discouraged from sharing food.
- Cleaning and disinfecting protocols for common eating areas will be followed between groups of students' meal services.
- The district will comply with all requirements of the Child Nutrition Program.
- Communications with families will include letters, robo-phone calls, social media, and the District's website in English and in the language spoken at home for English Language Learners. This includes any communications about meal service, eligibility, options, and changes in operations, and the return to "normal" costs for paid meals.
- The use of vending machines will be discontinued at Morrisville-Eaton Middle/High School.
- Acceptance of cash in the cafeteria line will be discontinued and in-person payments will need to be made to the school offices using sealed envelopes to be forwarded to the District Business Office.

Safety and Sanitation

- Standard operating procedures for sanitation will be reviewed and updated as necessary. Staff will be trained on new regulations and updated standard operating procedures.
- The District will install barriers on serving lines at the Middle/High School and point of sale registers in both schools.
- The District will provide adequate supplies of face masks, soap, hand sanitizer, tissues, and disposable aprons for kitchen staff.
- The cafeteria will be set up for daily meal service
- Multi-user cafeteria tables will be replaced with single-person desks or barrier polycarbonate barrier partitions to social distance and/or separate students will they eat.
- Kitchen and cafeteria areas will be cleaned and sanitized as necessary between meal services.
- Staff will utilize proper PPE (gloves, aprons, hairnets, masks) to serve students.

Food Service Staff

- Staffing levels will be continuously monitored to ensure adjustments are made in a timely fashion if demand increases.
- Staff have been and will be trained on new regulations, updated standard operating procedures, and current health and safety protocols, and will be refreshed on existing guidance.
- Staff have been cross-trained and are prepared to provide essential activities in the event of key absences or emergency situations.

Vendors

- Vendors have been or will be contacted to review supply chains and product/service availability as well as delivery protocols.

USDA Waivers

- The District is reviewing the following waivers to determine whether they would be appropriate for our program:
 - Non-Congregate Feeding;

- Meal Service Time Flexibility;
- Parent/Guardian Meal Pick up;
- Meal Pattern Flexibility;
- “Offer Versus Serve” Flexibility for Meals.

Meal Service

- The Food Service Director will review/revise food safety plans to include standard operating procedures for meal service in classrooms, social distancing, and PPE use during meal preparation, service, as well as receiving and storage of deliveries.
- All meals served will meet meal pattern requirements established by the SED CNP and USDA.
- Production record requirements will continue to be adhered to.
- The District will develop meal counting procedures for meals served outside of the cafeteria, including accounting for eligibility determinations.
- Special dietary needs will be accommodated.

Meals Consumed Onsite

- The District is assessing the precise locations where meals will be served based on the ability to adhere to social distancing guidelines.
- Shared tables will not be available in both school buildings.
- Food sharing will be discouraged.
- Physical distancing guides will be developed.
- If meals are to be consumed in the classrooms, teachers will be trained on food allergies and meal service-related activities they may be responsible for.

Meals Consumed Offsite

- The District will refine the practices developed since March 2020 as necessary to ensure safe preparation and issuance of meals to be consumed at offsite.

Other Considerations

Menus. Multiple menus will be created for the elementary school, middle-high school, and a “meals-to-go” menu.

Meal Services, Breakfast. Currently, the district is preparing to provide breakfast to Kindergarten through grade 2 in the classrooms. Grades 3 through 5 will eat in the cafeteria as long as social distancing/student separation with barriers can be implemented. Grades 6-12 consume breakfast in their classroom with appropriate social distancing. Also, for students receiving virtual instruction, meals will be provided through pick-up or delivery two days per week.

Meal Services, Lunch. Currently, the district is preparing to provide lunch to Kindergarten through Grade 2 in the classrooms. Grades 3 through 12 will eat in the school cafeterias if social distancing can be implemented. Also, for students receiving virtual instruction, meals will be provided through pick-up or delivery two days per week.

Equipment & Supplies to Purchase. Should the district need to deliver meals for the 2020-2021 school year, additional equipment and supplies may need to be purchased (depending on service needs) to ensure all foods are kept at the appropriate temperatures. Equipment and supplies such as roll carts, sheet racks and insulated covers, coolers, and aprons may need to be purchased prior to the start of the school year.

Resources

- [The NYSED Child Nutrition Office website](#)
- [USDA Food and Nutrition Service](#)
- [Institute of Child Nutrition](#)
- [New York State Department of Health Food Safety Guidance](#)
- [CDC Guidance for Schools](#)

TRANSPORTATION

The Morrisville-Eaton Central School District believes that the school bus is an extension of the classroom and services will be offered to all students with consistency and equity. The district ensures it does and will continue to: perform regular school bus disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students and drivers will wear masks and social distance on the bus. Districts will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities – just as they always have.

District Policies & Practices

- The district will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools.

School Bus Requirements:

- All Students who are able will be expected to wear face coverings covering their nose and mouth and will socially distance to the extent practicable.
- All roof hatches and windows will be slightly open to increase air flow when the temperature is over 45 degrees and other weather conditions permit.
- All vehicles used for pupil transportation will be cleaned and disinfected once per day and high contact spots on buses will be wiped down after each of the am and pm runs.
- No one is permitted to carry hand sanitizer on the school bus.
- Wheelchair placement on buses will be configured to ensure social distancing of six feet to the extent practicable.

Transportation Staff Requirements

- Each staff member will perform a self-health assessment for symptoms of COVID-19 before arriving at work and fill out questionnaire upon arriving to work daily. Any employee who is experiencing any of the symptoms of COVID-19 will not be allowed to work and will be directed to seek medical attention.
- All staff members must wear a face covering.
- The District will make PPE available for all staff. Any staff member has the option to wear gloves at any time. If staff are in direct physical contact with a student he/she MUST wear gloves and change as needed.
- All staff will be trained and provided refreshers on proper use of PPE along with recognizing the signs and symptoms of COVID-19.
- Hand Sanitizers will be available at the transportation center for use. Staff are encouraged to wash their hands with soap and water for at least 20 seconds before and after each run.

Students on Transportation Requirements

- Parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19, including not having a temperature of over 100.0°F. Parents/guardians will be required to fill out and sign a District COVID-19 health questionnaire daily. COVID-19 questionnaires must be deposited in a drop box when a student enters the bus.

- All students must wear a mask on a school bus if they are physically able.
- Students who do not have a mask will be provided with a mask upon arrival on the school bus.
- Students who are not able to wear a mask because they are medically unable to tolerate a face covering must social distance at least 6 feet from other individuals.
- Social distances requirements must be met to the extent practicable.
- Siblings or children who reside in the same household will be assigned to sit in same seat.
- No food or drink will be allowed to be consumed on the school bus.
- All students' belongings must stay in the owner's possession at all times. Sharing/exchanging items on the bus is not allowed.
- Students will be reminded of all safety guidelines which will include social distancing when loading and unloading the school bus.
- Students are responsible for washing their hands for at least 20 seconds prior to going to the bus stop in the a.m. use hand sanitizer once they enter the building in the morning and also prior to boarding the bus in the afternoon.

Bus Routing Requirements

- Bus routes will be designed for all students who are entitled to transportation by law and by Board policy. In the event the District's school(s) are not in session, transportation will continue to be provided to nonpublic, parochial, private, or charter schools, and to students whose Individualized Education Plans have placed them in out-of-district programs.
- Transportation provided by third parties through contracts with the District will be required to follow the District's guidelines established in this Plan.

SOCIAL-EMOTIONAL WELL-BEING

The Morrisville-Eaton Central School District faculty and staff adapt to environments that result in the possibility of substantially less time spent interacting in-person, it is vital to ensure intentional and meaningful inclusion of social-emotional learning (SEL) across all aspects of operating strategies to support the well-being and success of students, staff, and families. It is important to educate the “whole child,” physically, mentally, emotionally, as well as academically. SEL practices create conditions for growth and learning, thus SEL well-being will be prioritized. All students need supportive relationships and nurturing learning environments, particularly students facing additional stress.

Members of the district’s administrative team attended a four-hour social-emotional training titled “What is School/District Wide Social-Emotional Implementation.” From this, the team learned and will ensure that the three key SEL practices are implemented in the 2020-2021 school year. The three practices are:

1. Use welcoming inclusion activities to help set the tone;
2. Use engaging strategies to help people make sense, transition and to allow time for brain breaks; and
3. Use an optimistic closure in which there is reflection as well as looking forward.

Additionally, Morrisville-Eaton Central Schools subscribe to the three NYS Benchmark goals to guide Social-Emotional Learning:

1. Develop self-awareness and self-management skills essential to success in school and life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

Social-Emotional Well-Being Requirements

District and Building-level Counseling Programs. The district has a comprehensive developmental school counseling program plan developed under the direction of certified school counselors, social worker(s), school psychologist, and/or behavioral specialist(s). The district’s current school counseling plan is due to be updated in the 2020-2021 school year to reflect the needs of the school community, and to incorporate the Multi-Tiered System of Supports (MTSS) approach.

Collaborative Working Group. The district utilized a collaborative working group or advisory council, made up of faculty, staff, parents, and students. The collaborative working group provides expertise and support to inform the comprehensive development school counseling program and plan, which will be revised to incorporate additional elements of the social-emotional learning framework and strategies to best support the wide range of student need.

Resources and Referrals. The district’s current practice for providing resources and referrals on mental health, behavioral, and emotional support services and programs to parents/guardians, faculty and staff, and in some cases students, is for the school psychologist, school counselors, and school social worker(s) to provide resources based on parent/guardian request, teacher request/recommendation, or other professional personnel’s recommendations.

The district facilitated a virtual parent night in May 2020 to support parents/guardians and other stakeholders in the virtual learning environment. A priority of the virtual parent night was on supporting students and families’ social-emotional/mental health well-being. The district’s counseling team shared resources and key

information on social-emotional/mental health, and added resources to the district's website for easy access. The district will continue to host parent nights either virtually or in-person to support social-emotional well-being of students and families.

Upon return to school, a social-emotional questionnaire will be distributed to students (and parents/guardians when necessary) to help identify the students who are in need of support with transitioning back to the school building. The questionnaire will also support the district in identifying the SEL priorities for the school year. Social-emotional learning will be incorporated into regular instruction and delivered through teacher- or counselor-directed through in-person or virtual activities. Also, the SEL/mental health support personnel will go into classrooms to discuss what services are available and how they will be provided. The team will consider a prolonged orientation or transition period to support the social-emotional well-being and resiliency of students before beginning academic content. This will be focused on encouraging connection, healing, and relationship-building, using community-building circles.

Additionally, the school buildings utilize various character building and social-emotional learning support systems, such as: Capturing Kids' Hearts, The Six Pillars of Character by CharacterCounts, the Positivity Project (P2), The Zones of Regulation.

Professional Development: The district's Professional Development Team and/or the school counseling support personnel will develop and facilitate professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff. The professional development opportunities for faculty and staff will focus on the five SEL core competencies, the Adverse Childhood Experiences (ACEs) and trauma-informed practices.

Resources

- Visit MECS' website for [Supports & Services](#) on SEL and mental health supports
- [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 [NYSED's companion webpage for additional social emotional well-being resources](#) to support this section.
- [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 NYSED's [companion webpage for additional social emotional well-being resources](#) to support this section.
- 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

SCHOOL SCHEDULES

The Morrisville-Eaton Central School District understands the importance of creating a comprehensive plan for school schedules that include in-person instruction, virtual instruction, and a hybrid of both in-person and virtual. All plans will be clearly communicated, with as much advance notice as practicable, to students, families, community members, and faculty and staff.

To adhere to state and local health and safety guidelines and ensure social distancing practices, the Morrisville-Eaton Central Schools are considering several reopening plans and considering schedules that stagger or alternate our students' return to school campuses. The Morrisville-Eaton Central School District has had ongoing collaboration with district stakeholders when considering alternate schedules.

The district understands that considerations must be given to the needs of students, families, and staff as well as the realities of available space and student enrollment in each school building. The responsible parties of each school building understand that they have the ability to restructure their programs using flexible scheduling models—taking advantage of in-person, virtual, or hybrid learning models—and to provide synchronous and/or asynchronous instruction.

Scheduling Models

In-Person. Morrisville-Eaton Central School District's ultimate goal is to provide all students with 100% in-person instruction. The responsible parties of each school building will ensure that in-person instruction meets or exceeds the minimum number of instructional hours per day; Kindergarten through Grade 6 require a minimum of 5 hours of instruction per day and/or a minimum of 900 hours per year, and Grades 7 through 12 require a minimum of 5.5 hours of instruction per day and/or a minimum of 990 hours per year.

In a fully in-person model of instruction, the Morrisville-Eaton Central School District will assign students to classrooms where social distancing can occur. When class enrollment is larger than the modified social-distance capacity and larger classroom spaces are unavailable, "over the cap" students, on a rotational basis, will be assigned to a remote setting to experience the curriculum either synchronously live streamed, or be provided with another comparable means to access the curriculum. These remote settings will be supervised with appropriate staff while being under the direction of the classroom teacher.

Virtual. Morrisville-Eaton Central School District understands that it may be necessary to provide all instruction in a virtual model. The responsible parties of each school building will ensure that virtual instruction is substantially equivalent to that of in-person instruction as related to the minimum number of instructional hours in a day and/or school year.

Hybrid. Morrisville-Eaton Central School District understands that it may be necessary to provide instruction using a hybrid model, which incorporates both in-person and virtual learning. A hybrid model is likely as we return to school since approximately 20% of our students (or their parents/guardians) believe it is unsafe to return to school. We will support these families as necessary and where appropriate.

The following is a list of possible hybrid schedules for consideration by the district's Reopening Steering Committee:

1. Scenario 1: *Daily Hybrid*

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A	In-Person	In-Person	In-Person	In-Person	In-Person
B	Virtual	Virtual	Virtual	Virtual	Virtual

2. Scenario 2: *Weekly Rotation*

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A	In-Person	In-Person	Virtual	Virtual	Virtual
B	Virtual	Virtual	Virtual	In-Person	In-Person

3. Scenario 3: *Every Other Week Rotation*

Cohort	Odd Weeks	Even Weeks
A	Virtual	In-Person
B	In-Person	Virtual

4. Scenario 4: *Half-Days*

Cohort & Time		Monday	Tuesday	Wednesday	Thursday	Friday
A	Morning	In-Person	In-Person	In-Person	In-Person	In-Person
B		Virtual	Virtual	Virtual	Virtual	Virtual
A	Afternoon	Virtual	Virtual	Virtual	Virtual	Virtual
B		In-Person	In-Person	In-Person	In-Person	In-Person

The Daily Hybrid model is the option the District will move forward with as long as it meets all the requirements of the NYS DoH as of September 1, 2020. “Cohort B” in under this model are the students whose parents request a virtual environment for their children based on the concerns associated with COVID-19. Cohort A are the students whose parents/guardians desire to provide on-site learning (even though it is possible some “on-site” is still conducted virtually on campus).

The other options (2-4) will be considered if unique circumstances warrant them such as social distancing not achievable with the number of students desiring to return to school or a shortage of PPE.

Regardless of the schedule type, instructional time will be substantially equivalent between in-person and virtual learning.

Communicating Schedules with Community

Morrisville-Eaton Central Schools will utilize multiple means of communicating with students, families, faculty and staff, and the greater school community regarding the schedules for the reopening of schools. The district will utilize platforms and communication strategies located in the Communications and Family & Community Engagement section of this plan.

Flexibility

The Morrisville-Eaton Central School District understands the importance of remaining flexible throughout the 2020-2021 school year with regards to schedules and instructional models. The district will ensure that all stakeholders understand and are prepared to shift back to fully remote learning models should circumstances change and school buildings are required to close.

Additional Information

Regardless of the instructional model implemented, equity and access continue to be one of the district's top priorities for all students, including, but not limited to, students with disabilities, English language learners, students experiencing homelessness, and students who have limited to no connectivity in their homes.

BUDGET AND FISCAL MATTERS & ECONOMIC OVERVIEW

Morrisville-Eaton Central School District will continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order.

Economic Overview

The national, state, and local economies have all been dramatically impacted by the COVID-19 crisis and it is unknown as to what extent the situation will improve or worsen, how long it will last, and what sectors of the economy will be most severely impacted.

Education finance policy in New York State is structured so that the wealthiest districts in the state receive the least amount of state aid, whereas the poorer districts rely less on local financing in the form of property taxes to support their districts. Morrisville-Eaton relies more heavily on state aid. Nearly 70% of the District's general fund revenues comes in the form of state aides, while local property taxes constitute just over 29% of general fund revenues. As such, the District is more vulnerable to changes in the state's fiscal situation than more wealthy districts.

New York State government operations are funded through a blend of many revenue sources – sales tax, income tax, corporate taxes, et cetera – each of which is impacted differently by the current crisis. As the State has reported revenue shortfalls in the initial two look-back periods of its 2020-21 fiscal year, the potential for state school aid reductions becomes more real. While in the spring, the message from the state government was “up to 20% reductions” in aids, such cuts would have a significant effect on the District given its reliance on state aids to fund operations.

School District Fiscal Preparedness

A major factor in the fiscal outlook for school districts is the availability of undesignated fund balance, which districts set aside for times of fiscal hardship. Morrisville-Eaton has \$801,970 in unappropriated fund balance as of July 1, 2019. This represents 4.62% of the District's operating budget.

In addition to unappropriated fund balance, the District has fund balance reserves setting aside funds for unemployment, the employee retirement system, employee benefits liabilities, capital projects, and legal liability. In addition, there is a budgetary appropriation of fund balance in the amount of \$475,000 included in the 2020-21 District budget. The District's total fund balance as of July 1, 2019 is \$1.93 million, or 8.02% of the operating budget. This is projected to increase once the 2019-20 fiscal year is closed out.

The State is considering relaxing rules around withdrawals from certain purpose driven reserves to provide districts with additional flexibility in budgeting for the upcoming years with a diminished prospect of increases in state aid. Such action would require, however, legislative action and not simply executive action.

Pandemic Adjustment and CARES Act Funds

State school aids were reduced through a “pandemic adjustment” commensurate with the amount of Coronavirus Aid, Relief and Economic Security (CARES) Act funds districts received. For the Morrisville-Eaton

Central School District, this equaled \$150,000. CARES Act funds are not automatically provided to districts, but rather districts are required to apply for them. The District is in the application process.

CARES Act funds require that a portion of the dollars allocated to districts be used to provide equitable services to nonpublic schools within the District. There are no such schools within the boundaries of the Morrisville-Eaton Central School District.

Potential Further Aid Reductions

The 2020-21 State Budget includes a provision allowing the State Director of the Budget to reduce appropriations across any and all program areas, including state school aids. Absent additional federal support, the Division of Budget has stated that further reductions might be necessary to eliminate the State's projected budget gap. Governor Cuomo has stated that this "may be up to 20%."

As noted previously, "such cuts would have a significant effect on the District given its reliance on state aids to fund operations." A reduction of state aids could be as much as \$2.4 million, or 14%, of the District's budget. At this time, no school aid reductions have been announced.

180-Day Calendar and Attendance Reporting for State Aid Purposes

The District will continue to report annual hours of instruction, 180 days of session, and other calendar and attendance reports as required. The District has applied for the waiver from the minimum instructional hours requirement, approved by the Board of Regents on July 13, 2020, for both the 2019-20 and 2020-21 school years.

Impact of Low Attendance on State Aid

Statewide, over 70% of school aids, primarily Foundation Aid, is based on Average Daily Membership (ADM). ADM is a measure of student registration in the district and does not take attendance into account. Therefore, these aid formulas should not be impacted by attendance rates. Further, regulations governing formulas using Average Daily Attendance (ADA) are expected to be addressed by the Board of Regents.

Tax Collection

For the 2020 tax season, September-October, the District will not be offering in-person payment options at the District Office. All tax payments must be mailed to the District, or paid online via a link posted on the District's website.

Other Consideration

All existing state aid reporting requirements and deadlines will be maintained.

Additional costs for PPE, transportation, food service, and other mitigation needs will be incurred. These costs were not included in the 2020-21 budget approved by the community in June 2020. These costs may force the District to exceed its authorized budget appropriation and be funded through the use of fund balance and reserves. The District is applying for federal assistance from FEMA for up to 75% of qualifying costs. The District recognizes that FEMA money may not be available to support these costs. Costs that qualify under expense-driven aid formulas will be costed to those cost centers.

Resources

- [Flexibility in Maximizing Instructional Materials Aid, including Hardware Aid](#)
- [Smart Schools Bond Act](#)

ATTENDANCE & CHRONIC ABSENTEEISM

The Morrisville-Eaton Central School District understands the importance of utilizing a system to collect and report daily teacher student engagement or attendance. While this requirement is straightforward in an in-person setting, a procedure was developed in March/April 2020 to make daily contact with students in virtual or hybrid settings. In the coming school year, the schools will utilize their student information system to collect and track daily attendance and participation. Attendance data must be reported in the student information reporting system or SIRS. School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school. It is critical for schools to use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.

Attendance for Instructional Purposes

MECS schools will use the SchoolTool student management system for the collecting and reporting of daily student engagement and attendance regardless of the instructional setting (in-person, virtual, or hybrid).

In-Person Attendance. Students who attend MECS for in-person instruction will be marked present, absent, and tardy, in accordance with Board Policy 7005 Student Attendance.

Virtual & Hybrid Attendance. Students who attend MECS for virtual or hybrid instruction will be marked as present for the days and classes which they participate in the virtual instruction.

Quarantined Student(s). Students who are enrolled for in-person instruction, and are required to be quarantined due to COVID-19 will be provided with virtual instruction to the greatest extent practicable. Quarantined students will be marked as present for the days of quarantine for which they participate in virtual instruction.

Attendance for Reporting Purposes

1. Attendance of any school-age student of compulsory age, who resides in the Morrisville-Eaton Central School 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 MECS in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required;
2. Attendance must be reported by any reporting entity that is required to take attendance;
3. 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;
4. 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.

Resources

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

TECHNOLOGY & CONNECTIVITY

The Morrisville-Eaton Central School district understands that adequate access to mobile electrotonic computing devices and high-speed broadband is essential for educational equity. The district has determined the level of access all students and teachers have in their places of residence; to the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in virtual and hybrid instructional models. The district will provide instruction on using technology and IT support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.

Knowledge of Students' & Staff's Level of Access

The district has conducted three surveys since March 2020 to have a clear picture of the district's technology landscape. The district has identified which students and staff have devices and are in need of devices, which students and staff have access to broadband internet and those who are in need of access. The district provides devices and hotspots to those in need; students in Pre-Kindergarten through Grade 12 are provided with both, as are faculty and staff. For those students that do not have internet access through either local carriers or cellular, Wi-Fi will be available in designated public areas of the buildings, e.g. parking lots.

Instruction & Professional Development

The district has identified through surveys, parent/guardian feedback, and faculty and staff meetings that instruction and professional development on district devices and virtual learning platforms is necessary. Teacher leaders from the district's Technology Committee provided virtual instruction in May 2020 on the use of Seesaw and Microsoft Teams. The district will be developing and delivering additional instruction and professional development in August 2020, and throughout the 2020-2021 school year for students, families, and faculty & staff on the district provided devices and district selected virtual learning platforms.

Instruction and professional development will be provided to students, families, faculty and staff in the following ways: in-person when practicable, virtual, print resources, by email, and by telephone.

Information Technology Operations

Distribution of Student Devices. Once student devices have been prepared for use the devices will be sanitized with disinfecting wipes. This will be performed by either IT staff or additional support assisting IT. To efficiently get students learning in a potential hybrid or remote only environment, students who may be under equipped with technology will be prioritized for getting their personal devices. Devices may be obtained during a scheduled pickup time and location or by appointment as needed. A form will be signed parents and students prior to device acquisition.

Repair and Service of Devices. As issues arise with any device, students/parents will open a trouble ticket via the helpdesk (link below.) If unable to access, they should contact the main office of the building where the student is located to have them process a ticket on their behalf.

Upon receiving a device for service, it will be sanitized. If replacement device is available students, will take the replacement device, this will serve as their device into the future. Due to this procedure, devices should not be personalized in any way since it will likely become another student's device in the future. Also, this will save IT time when preparing the device for redistribution after service.

The following items will be made available to the computer support technician to use for himself and other visitors, contractors, or guests he comes in contact with.)

- Gloves
- Face Coverings
- Face shields (if applicable)
- Respirator (based on SDS)
- Hand Sanitizer

Everyone is expected to use and dispose of Personal Protective Equipment (PPE) properly.

Hand Washing before putting on gloves and after glove removal is very important. If you do not have hand-washing facilities available use a 60% ethanol or 70% isopropyl alcohol-based hand sanitizer.

Procedures to Consider

Listed are considerations involving technology that has been loaned to students and/or staff that is: being returned, has been returned, needs repair, a replacement device being provided and/or a device that will be sent back out for use.

If possible, send an alternative device out as a replacement. This helps avoid having to touch something while it could still be considered contaminated.

- How to receive district devices that are returned to IT?
 - A drive through style drop off will be coordinated where the device is placed in bins upon return.
 - If handling the devices during drop off, gloves and face coverings will be worn while collecting the units.
 - If the device needs to be serviced or not needed, it will be stored for 3-4 days. It will remain untouched in the bin to allow any virus that could potentially be on the device to die.
 - Person coordinating drop off will maintain social distancing and use their own pen and clipboard.
 - A spreadsheet has been developed which will document, account, and track all assigned technology assets. The spreadsheet will also identify the condition of each device and the accessories (cords, cases, etc.) that were provided.
- Once a device is received, how should it be cleaned/decontaminated?
 - Wear a face covering, face shield (if applicable), and gloves when possible. Wash hands or use hand sanitizer before and after handing devices.
 - When possible, all returned devices will be left untouched for a period of 3-4 days to allow any live virus to die.
 - If this is not possible, then the device can be cleaned/repared and put back into service as normal.
 - A “clean” and “dirty” pile will be maintained - the piles will be marked so there is no confusion.
 - If a device must be repaired and returned to the field –the device will be considered as potentially contaminated.
 - Face coverings, face shields (if applicable), and gloves will be worn when possible. Wash hands or use hand sanitizer before and after handing devices.

- With the device Powered DOWN an appropriate cleaning detergent and cloth will be used to clean any visible dirt and grime from the screen and keyboard.
- After the device has been cleaned – An appropriate cleaning wipe, safe for electronics (use a Clorox wipe, or 70% isopropyl alcohol solution), will be used as well as a lint free cloth to wipe the device and keys. The device will be air dried before working on it.
- Aerosols will not be sprayed on any screen or keyboard.
- When handing off the device, it will be done in a manner that keeps social distancing. When possible, the device will be set down and the distributor will walk at least 6 feet away and have the user retrieve the device.

What to Avoid?

- Sharing of equipment between IT personnel.
 - If sharing of equipment between IT personnel is unavoidable there are safety precautions that will be adhered to:
 - Access and use of hand sanitizer before and after if equipment cannot be cleaned/disinfected.
 - Access and use of disinfecting wipes/alcohol or cleaning cloths.
 - Training to affected staff on cleaning/wiping of devices before and after each use.
- Sharing of devices between staff and students.
 - If sharing of devices is unavoidable there are safety precautions that will be taken into consideration:
 - Access and use of hand sanitizer before and after if equipment cannot be cleaned/disinfected.
 - Access and use of disinfecting wipes/alcohol or cleaning cloths.
 - Training of other staff to assist in the cleaning/wiping of devices.
 - Using covers or plastic over keyboards that can be changed in between users

Resources

IT Support Helpdesk System: <https://ticket.m-ecs.net>

Used to support and document any technology issues that may arise with devices or technology in general.

IT Support Email Address: itsupport@m-ecs.org

Used to communicate with IT directly.

Microsoft Office 365 Training Resources: <https://education.microsoft.com/en-us>

Free training courses relating to Office 365 and the associated applications.

Morrisville-Eaton IT website: [https://www.m-ecs.org/departments/information technology](https://www.m-ecs.org/departments/information_technology)

For additional resources and training materials.

TEACHING & LEARNING

The Morrisville-Eaton Central School district understands and acknowledges that mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

The New York State Education Department is allowing schools and districts to adapt to complications caused by the pandemic, certain flexibilities will be authorized, including: flexible student/staff ratio in prekindergarten; extended time for prekindergarten and kindergarten screening to be completed; flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences; and when appropriate, districts may utilize remote or virtual work-based learning experiences for CTE and CDOS programs.

Mandatory Requirements

Continuity of Learning Plans. Each school building will be updating their continuity of learning plans to include and be prepared for three instructional delivery models: 1) in-person, 2) virtual, and 3) hybrid (combination of in-person and virtual).

Standards-based Instruction. All instruction provided to students of the Morrisville-Eaton Central School District is aligned with the outcomes in the New York State Learning Standards.

Equity. Equity is at the heart of all school instructional decisions. All instruction is developed so that whether delivered in-person, virtually, or through a hybrid model due to a local or state closure, there are clear opportunities for instruction that are accessible to all students. Synchronous and asynchronous approaches will be utilized in virtual and hybrid learning models.

Regular & Substantive Interaction. Instruction aligned to the academic program includes regular and substantive interaction with appropriately certified teachers regardless of the delivery model.

Communication Plan. The district will continue to utilize ongoing and open communication with all families and the community regarding the 2020-2021 school year and reopening. Families will be provided with contact information for their child(ren)'s teachers to enable students and families to contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, and generic help lines will be available on the district's website.

Considerations for Reopening

Each building's responsible party will work with his/her building leadership team to develop additional plans and procedures for consideration with the reopening of schools. These additional plans and procedures are additional considerations and not mandatory elements under NYSED reopening guidance. Such additional considerations may be, but not limited to:

- Establishing additional criteria for Instructional Support Team meetings to ensure students' needs are being discussed;
- Utilizing an MTSS approach; and

- Provide professional development and instruction to all faculty and staff on the various virtual learning platforms.

Virtual Learning Approaches & Practices

Should the Morrisville-Eaton Central School District be forced to close their school buildings due to COVID-19 in the 2020-2021 school year, virtual learning will be a necessity. Virtual learning describes all learning experiences that happen outside the traditional classroom, including learning online and completing instructional activities using pen and paper. (<https://ies.ed.gov/ncee/edlabs/regions/midatlantic/>).

Approaches. Virtual learning can be synchronous or asynchronous. Synchronous (live) teaching is where a teacher and student interact at the same time, such as by video, phone, or chat. Asynchronous (not live) teaching is where students work on their own without simultaneous interaction with the teacher. Interaction occurs at different times for students and teachers, such as by email, classroom bulletin board, text message, or mailed instructional packets.

Promising Practices.

Promising Practice	Activities for Consideration
Providing opportunities for real-time interactions	Office hours held through video chat or phone calls with teachers can support students with or without web access, one-on-one or in small groups.
Facilitating and sharing feedback	Feedback from teachers or peers can be sent via email or shared through phone calls or text messages. When possible, students should be provided with feedback in real time.
Connecting curriculum to students' experiences through project-based learning	Relating academic content to meaningful real-world problems can help students find relevance in their learning and foster creative think to develop their own solutions.
Engaging and motivating through games that embed learning content	Competitions through instructional packets or by video can engage students who might otherwise lose interest or become distracted.
Offering resources to students and families on how to explore content on their own	Explicit direction, responses to frequently asked questions, and links to quality educational resources can help ease anxiety that students and families might experience while learning remotely.

Early Learning – Prekindergarten

All children are capable of learning, achieving, and making developmental progress through access to a high-quality Prekindergarten program. The Morrisville-Eaton Central School District will ensure that the prekindergarten students receive instruction in one of the three models.

Staffing Regulatory Flexibilities. Primary Instruction will be delivered by a certified teacher as outlined in Education Law §§3602-e and 3602-ee. The district receives UPK funding with a minimum requirement of 22 students. MECS will adhere to the staffing ratios required by 8 NYCRR, whereby there will be 1-certified teacher and 1 paraprofessional in the UPK classroom.

Flexibility in Instructional Day. The district will continue to offer two half-day sessions for Prekindergarten. The morning or AM session will be from 9:00am to 11:30am, and the afternoon or PM session will be from 12:45pm to 3:15pm. Each session will be 2.5-instructional hours per day.

Prekindergarten Screenings. Prekindergarten screenings will be conducted as soon as possible, and where practicable, following the guidance from the New York State Department of Health. The district will comply with the NYS flexibility of completing screenings of all new students by December 1, 2020. To the greatest extent possible, the Emergent Multilingual Learner language profile will be administered to assess home language exposure will be administered to newly enrolled Prekindergarten students upon review of enrollment paperwork noting that the primary language spoken in the child's home is a language other than English.

Volunteers, Visitors, and Service Providers. The district will limit the number of volunteers and unnecessary visitors to the Prekindergarten classrooms out of the need to ensure the health and safety of all students, faculty, and staff members within the school building. The building principal will work collaboratively with Madison-Oneida BOCES, Morrisville State College's School-Age Program, and Mohawk Valley Community Action Agency (Head Start provider), and approved Madison County Preschool Providers to ensure all parties are aware of the district's and building's regulation(s) and protocol(s) related to volunteer, visitor, and service providers

Kindergarten through Grade 5

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. The district will 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 (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.

Kindergarten Screenings. Kindergarten screenings will be conducted as soon as possible, and where practicable, following the guidance from the New York State Department of Health. The district students were screened in Prekindergarten, and they will be screened again in the fall of 2020. The district will comply with the NYS flexibility of completing screenings of all new students by December 1, 2020. To the greatest extent possible, the Emergent Multilingual Learner language profile will be administered to assess home language exposure and will be administered to newly enrolled Kindergarten students upon review of enrollment paperwork noting that the primary language spoken in the child's home is a language other than English.

Flexibility in Instructional Day. MECS will continue to offer the following instructional options: 1) In-person, 2) Hybrid, and 3) Virtual for students in Kindergarten through Grades 5. The in-person school day will be from 8:55am to 3:25pm. Each session will be for at least 5-instructional hours per day. Virtual Instruction will be substantially equivalent to that of in-person instruction.

Grade 6

Grade 6 instruction will be aligned with New York State Grade Level Learning Standards that support academic, social and emotional growth. Students will engage in rigorous and relevant learning experiences that meet their individual needs and support the achievement of learning standards.

Flexibility in Instructional Day. The district will continue to offer the following instructional options: 1) In-person, 2) Hybrid, and 3) Virtual for students in Grade 6. The in-person school day will be from 7:40am to 2:13pm. Each session will be a minimum of 5.5-instructional hours per day. Virtual Instruction will be substantially equivalent to that of in-person instruction.

Grades 7 through 12 – Units of Study

Units of Credit. The district ensures that highly-qualified, certified educators provide instruction that is aligned with New York State Learning Standards. Students are actively engaged in rigorous learning experiences focused on course curricula for a minimum of 180 minutes each week. Differentiated lessons will support the instructional model being implemented by the classroom teacher. Students’ mastery of learning outcomes will result in students receiving the appropriate number of credits.

Flexibility in Instructional Day. MECS will continue to offer the following instructional options: 1) In-person, 2) Hybrid, and 3) Virtual for students in Grades 7 through 12. The in-person school day will be from 7:40am to 2:13pm. Each session will be a minimum of 5.5-instructional hours per day. Virtual Instruction will be substantially equivalent to in-person instruction.

Science Laboratory Requirements. MECS Courses that culminate with a Regents exam in science will include 1200 minutes of laboratory experiences. This laboratory requirement may be met by providing students with hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual or hands-on laboratory experiences coupled with satisfactory lab reports. The laboratory experiences are in addition to the course requirement. The successful completion of laboratory experiences in accordance with teacher expectations will satisfy the 1200-minute requirement.

Arts

Due to the hands-on nature of Arts instruction, additional considerations will be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

In-person Instructional Model. Each building’s principal will work with his/her arts faculty to determine the most appropriate space to hold in-person instruction. For example, vocal music may need to be held in the auditorium to allow for greater spacing between students, while visual arts classes may be held in the general art classroom.

Virtual and Hybrid Instructional Models. Each building’s principal will work with his/her arts faculty to determine instructional activities that can be completed synchronously and/or asynchronously.

Arts Resources. Each building’s responsible party will work with his/her arts faculty to determine which materials and supplies (resources) are “high touch” and determine whether individual supplies are necessary. Additionally, “high touch” supplies, such as: scissors, markers, pencils, erasers, etc., may also be readied to send home should schools or students return to virtual learning.

Physical Education

Participating in Physical Education (PE) is important for our students’ health and wellbeing. Not only do PE activities benefit students’ physical health, but research indicates regular physical activity improves students’ mental health as well as contributes to academic success. MECS’ re-opening plan ensure that whether in-

person, virtual, or hybrid models are utilized, students will be participating in physical activity under the direction and supervision of certified physical education teachers to the extent practicable.

In-person Instructional Model. Each building's principal will work with his/her physical education instructors and those responsible for scheduling, to ensure in-person physical education instruction is in a location which permits the most physical activity where practicable and follows all guidance; maximizes instructional time; and provides students with high-quality physical activity.

Virtual & Hybrid Instructional Models. Each building's principal will work with his/her physical education instructors to ensure that virtual and hybrid instructional models provide students with physical education instruction that is substantially equivalent to that of in-person instruction.

Libraries

School Libraries are an integral part of the learning ecosystem, and school library media specialists play an essential role in helping students gain information, media, and digital fluency skills. Each school building's principal will work with his/her library media specialist to determine and consider ways in which the school library media specialists can support high-quality instruction in hybrid and remote models.

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 §100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, the district shall use a district developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. The district 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

Determination of grading policies continues to be the purview of each school and district. Given the flexible instructional models, each school building's principal will work with his/her building leadership team to develop uniform grading policies applicable to each model that are clear and transparent to students, parents, and caregivers. Such policies will align clearly to the outcomes of the course and the State's learning standards.

Assessment

The district is developing instructional models under the three delivery methods (in-person, virtual, and hybrid), and attention is going into how students are assessed and further, how student progress will be communicated to parents and caregivers. The following are some criteria the district is considering while developing its plan for assessments in the 2020-2021 school year:

- Focus on preassessment and embedded formative assessments to inform instruction;
- Build in time and opportunities for educators to collaborate and plan for the creation of preassessments;
- Consider the testing accommodation needs of some students when planning the approach to assessments;
- Determine a suite of assessment tools that can be utilized in various instructional models, remote, hybrid and in-person; and
- Develop a strategy to determine those students who are in need of academic intervention services (AIS) in accordance with the Department’s guidance and plan to provide in-person, remotely, or in a hybrid model.

Resources

- [Prekindergarten and Early Learning Resources](#)
- [Content Area Learning Standards/Office of Curriculum and Instruction](#)
- [Career and Technical Education](#)
- [Culturally Responsive Sustaining Education](#)
- [Continuity of Learning Resource Page](#)
- [Bilingual Education and World Languages](#)
- [Office of Special Education](#)

CAREER & TECHNICAL EDUCATION (CTE)

In collaboration with BOCES, the CTE instruction will align with the appropriate New York State Learning Standards and career/industry requirements. This ensures students receive industry certification and postsecondary credentialing. Any clinical hours or field experiences completed will meet NYS Department of Health guidelines.

Appropriately certified and licensed instructors will make the necessary instructional modifications to support social distancing and/or remote learning throughout the school year. Instructors will adjust classroom tasks/assignments and learning activities to meet specific needs and limitations (access to materials and supplies, facilities, etc.).

Work-based Learning

The district will collaborate with BOCES and all business and industry partners to identify and ensure safe and healthy work-based learning opportunities. Students should be provided opportunities to participate in work-based learning, either in-person or remotely to the extent possible.

Madison-Oneida BOCES Schedule & Instructional Model

Madison-Oneida BOCES' tentative CTE programming will take place in a hybrid cohort model for the 2020-2021 school year. One cohort of seniors and juniors will receive in-person instruction at the BOCES campus on Mondays and Tuesdays, and participate in virtual learning Wednesdays through Fridays. The other cohort of seniors and juniors will participate in virtual learning Mondays through Wednesdays, and in-person instruction at the BOCES campus on Thursdays and Fridays. Seniors will attend in the mornings and juniors will attend in the afternoons. CTE students will be supported in the Morrisville-Eaton Middle/High School during their virtual learning days and times.

Resources

- High Quality CTE: Planning for a COVID-19 Impacted School Year, Association for Career and Technical Education (ACTE)
- [CTE Technical Assistance Center of New York](#)

ATHLETICS & EXTRACURRICULAR ACTIVITIES

The Morrisville-Eaton Central School District understands the importance interscholastic sports, and extracurricular activities to student life and the school community. During the COVID-19 shutdown, students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As the district plans for reopening in September, attention will be paid to bring back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, the district might consider the creation of extracurricular activities that can be continued remotely in the event of another shut down.

Athletics

- Morrisville Eaton Central School District will follow guidance from the NYSPHSAA COVID-19 Task force, Section 3 and local Health Department recommendations as to the return to play for Middle and High School Athletics.
- The use of district facilities will be restricted to district sponsored athletic events.
- Work with combined sports teams and each school's policy as it pertains to COVID-19 guidelines.

Extracurricular Activities

- The use of school/district facilities will be limited to primarily district or school sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/district facilities, the district will ensure such organizations follow State and locally developed guidance on health and safety protocols.
- Technology and online resources will be maximized 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 health and safety protocols. Additionally, they will be required to comply with applicable social distancing requirements and hygiene protocol.
- All parties will be required to follow New York State Department of Health guidelines and CDC guidelines on wearing of masks, handwashing and social distancing.

SPECIAL EDUCATION

The Morrisville-Eaton Central School District understands and acknowledges that as a school district, we are required to provide: a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education services; meaningful parental/guardian engagement regarding the provision of services to their child; collaboration between the Committee on Preschool Special Education, the Committee on Special Education, and the Section 504 Committee, and program providers representing the variety of settings where students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services, and communications with parents/guardians.

Morrisville-Eaton Central School District considers the needs of all students, and has identified that students with special needs are a priority group of students. The district will consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible and is developing and/or refining its contingency plans to address remote learning needs in the event of intermittent or extended school closures.

Ensuring FAPE

The district will continue to ensure students are provided with a free appropriate public education no matter the instructional delivery model (in-person, virtual, or hybrid). Building off of the Spring 2020 Extended Closure, the district's Director of Special Education, Rtl, and Data will meet with the student support services faculty and staff to determine areas of strength, and areas for improvement as it relates to providing special education instruction and related services.

Parent Engagement

Prior to September 2020, the district will be sending out an information letter to all parents/guardians of students with disabilities (including preschool students and students with a Section 504 accommodation plan) noting ways in which services, accommodations, and modification may be provided during virtual or hybrid instruction. The district will also notify parents/guardians that meetings held by the CSE, CPSE, or Section 504 Committees may be held virtually. Such notification will give parents the opportunity to respond to the district if they are comfortable with virtual meetings, or would like arrangements to be made to allow for in-person meetings, to the extent practicable and while following all applicable guidelines.

Collaborations

The district will be collaborating with Madison-Oneida BOCES, UCP/Tradewinds, Madison County Preschool Service Providers, and any other agencies it partners with for instructional and/or related services for its students with disabilities. The district will have a copy of each organization's Continuity of Learning Plan, and will communicate with parents of students receiving these services about what each organization's plan is should instruction need to be provided virtually or hybrid.

Access to Accommodations, Modification, Supplementary Aids and Services, and Technology

As during the Spring 2020 Extended Closure, all students with disabilities had access to their accommodations, modifications, supplementary aides and services, and technology. The district will continue to provide such during the 2020-2021 school year no matter if instruction is in-person, virtual, or hybrid. Accommodations, modifications, supplementary aides and services, and technology will be provided to the extent practicable for

all students requiring such. The teacher(s), related service provider(s), and applicable administrators will communicate with parents/guardians as to how specific accommodations, modifications, supplementary aides and services, and technology may be provided in a virtual or hybrid instructional model.

Documentation of Services Offered and Provided

The district will communicate with parents/guardians of students with disabilities of the in-person services and how such services may be provided in virtual or hybrid instructional models. The district will send a general informational letter to all parents/guardians, and follow-up with personal calls. These communications will be documented in the special education student management system, ClearTrack, in the Communication Log.

Special Education Teachers and Related Service Providers will also use the communication log to document when telephone calls, e-mails, and/or letters are sent to or received by parents/guardians of students with disabilities. Special education teachers and related service providers will track services provided in schooltool or ClearTrack.

Additional Considerations

Contingency Plans. The district will develop a contingency plan for virtual instruction. Should students receiving in-person instruction be required to receive virtual instruction due to COVID-19 (either in an extended closure or quarantine), the district will ensure these students have the appropriate technology in place to receive virtual instruction and related services.

Priority Students. The district deems students identified as having a disability, either through the CPSE, CSE, or Section 504 Committees to be priority students. The priority status allows for special education students to be the first group of students to receive or be offered to receive in-person instruction. Should the district need to limit the number of students receiving in-person instruction, students with disabilities would be a priority group to receive in-person instruction. They would be the first students brought back for in-person instruction, and the last students to be placed on virtual instruction.

Least Restrictive Environment. Students with disabilities must have equal access to high-quality programs that are designed and based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. The district has been creative in ensuring that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible and practicable consistent with their IEP. The district will ensure that the health and safety of students receiving in-person instruction does not result in the unnecessary separation of students with disabilities from their non-disabled peers.

IEP Implementation. Until the Morrisville-Eaton Central Schools returns 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 virtually (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, the district will 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 MECS in-person instruction resumes, we may not be able to provide

all services in the same mode and/or manner they are typically provided. The district's director of special education in collaboration with the student support services personnel will 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 we plan for various types of instructional models including in-person and virtual learning. When providing virtual services, the district will continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents.

Progress Monitoring. Teachers and service providers will 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.

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/504 committees will prepare for all contingencies and consider plans to address students' virtual learning needs in the event of potential future intermittent or extended school closures.

Compensatory Services. Because the district was required to provide FAPE consistent with the need to protect health and safety in the first extended closure in spring 2020, 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 will make a individualized determinations about 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.

IEP Implementation Documentation

- The district will determine how we 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 district will 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 district will 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.
- The district will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- The district will 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.

Child Find. As the district works to reopen and provide in-person and virtual instruction, it is important for the district to remember our 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, the district will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the 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).

Initial Evaluation/Reevaluation. This reopening plan ensures that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology is considered to meet timelines for evaluations and reevaluations that must be conducted remotely. CPSEs/CSEs will review records to determine which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations. The district continues 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.

Eligibility Determination/Annual Review Meetings. The district will develop and/or revise clear procedures and expectations for CPSEs/CSEs/504s 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/504 meetings, the parent of a student with a disability and the Morrisville-Eaton CSD may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

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. The district will continue to 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.

Meaningful Outreach and Engagement with Parents of Students with Disabilities. In addition to the communication efforts the district makes 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, virtually, or through a hybrid model, effective communication between school personnel and parents will include the following:

- Working collaboratively and creatively to help ensure there is an understanding of the district's efforts to provide services consistent with the recommendations on the IEP and monitor student progress; and
- Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.

Procedural Safeguards and Prior Written Notice Requirements

- The district will continue to provide the procedural safeguards notice to parents, either in print or via weblink.
- The district 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/504 meeting notice may be provided to the parent by email if the parent elected to receive documents by email.
- Prior written notices are not required if instruction or related services continue to be provided virtually or through a hybrid model 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 or 504 plan need to 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/504 Committee at a meeting or through a written agreement with the parent to amend the IEP/504 without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP/504 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 the district is 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 at a 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, the Morrisville-Eaton CSD will 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 will continue to be documented by the district, 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 our district for developing students' IEPs/504s. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP/504 recommendation or compensatory services are needed, under applicable standards and requirements. Successful and continued partnerships between program providers and the district will reflect coordinated efforts necessary to best respond to student needs.

Accommodations and Modifications. The district will review its 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 aides 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. The Morrisville-Eaton Central Schools will ensure students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.

Technology. The district is aware of the students with disabilities requiring assistive technology that is used to increase, maintain, or improve their functional capabilities. Consideration will be given to ensure students have access to their working technology and any accompanying programs. Protocols detailing availability of an assistive technology service will be reviewed and in place to directly assist a student in the selection, acquisition or use of an assistive technology device. The district will 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).

Resources

Links to 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 Webpage](#) – 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 202.37 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.

ENGLISH AS A NEW LANGUAGE (ENL)

The Morrisville-Eaton Central School District continues to align instructional practices and policies for English language learners to the [Blueprint for ELL/MLL Success](#); we ensure coordination between content and English as a New Language teachers; adopt progress monitoring tools to measure ELL proficiency; provide social-emotional learning supports to ELLs in their home language; continue utilizing technology in ELL instruction; will support SIFE and other vulnerable populations; ensure EMLL Profile supports early learning.

As the district prepares to reopen schools in 2020-21, it will remain mindful of legal requirements and proactively address inequities, including, to the greatest extent feasible, providing support and instruction to all parents/ guardians regarding the use of technology in their preferred language of communication. ELLs will be provided with the supports needed to close the potential learning loss that may have been a result of the school closures due to COVID-19.

As the district and schools design their reopening plans, ELLs will be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction. While many ELLs may have benefitted from learning through remote learning platforms, it is important to consider their unique needs and to strengthen the home language and supports necessary for English language development utilizing synchronous and asynchronous learning.

The district will examine resources available on the [NYSED Office of Bilingual Education and World Languages](#) website as our plan evolves, as the curriculum is reviewed, as instructional plans are developed, and as educational materials are selected. The district will contact the [Regional Bilingual Education Resource Networks \(RBERNs\)](#) if additional guidance/support is needed during this process.

Mandatory Requirements

Should the district reopen using either in-person or hybrid instruction it will complete the ELL identification process within 30-school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within the required 10-school days of initial enrollment as required by Commissioner's Regulations Part 154.

- As of July 31, 2020, no ELL students were enrolled during the Spring 2020 Extended Closure (March 18, 2020 to June 17, 2020).

The school building principal will ensure that the provision of required instructional [Units of Study](#) will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

Finally, the district will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process. All communications for parents/guardians of ELLs will be provided in their preferred language and mode of communication.

Resources

OBEWL and RBERNs resources are available to support ELLs/MLLs and World Language students and their parents/guardians as schools transition from COVID-19 closures to the reopening of schools in an in-person, virtual, or hybrid model.

- [OBEWL Home Page](#)
- OBEWL ELL Resource Collection
- [RBERN Contact Information](#)
- [The Blueprint For ELL/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](#)

STAFFING & HUMAN RESOURCES

The Morrisville-Eaton Central School District ensures that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; utilize incidental teaching when determining how to staff their classrooms, but on a limited basis; employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and consider whether our currently approved APPR plans may need to be revised in order to be consistent with the possibility of re-opening under an in-person, virtual, or hybrid instructional model.

Teacher & Principal Evaluation System (Ed Law §3012-D / APPR)

Pursuant to Education Law §3012-d, the Morrisville-Eaton Central School District will work collaboratively with the Morrisville-Eaton Faculty Association to ensure all §3012-d regulations are fully implemented with fidelity. The District and Union will develop a common understanding and utilize an approved APPR plan for conducting virtual observations for evaluative purposes.

Certification

Pursuant to Education Law §3001, individuals employed by the district must hold a valid certificate. As such, the district administrative team conducts a periodic review of the SIRS-329 Staff Certification report to ensure that teachers hold the appropriate certifications for their teaching assignments.

Incidental Teaching

In response to the COVID-19 crisis, the superintendent of the district may assign certified teachers to teach a subject not covered by their certificate, also known as 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. The district will follow NYSED rules and procedures and submit a MOBOCES developed form to the MOBOCES District Superintendent for review and approval for any incidental teaching assignments.

As of September 1, 2020, there is expected to be one teacher with an incidental teaching assignment which will be for a period not to exceed three hours per week.

Substitute Teaching

The Morrisville-Eaton Central School District understands the importance of seeking out and hiring certified substitute teachers. Despite ongoing recruitment efforts for certified substitute teachers, the district does utilize uncertified individuals to substitute in classrooms, however, no uncertified substitute will be placed in an assignment for more than 40 days.

Student Teaching

The Morrisville-Eaton Central School District will continue to collaborate with local colleges and universities to provide student teaching experiences for future educators. Student teachers for the 2020-2021 school year will be essential to supporting the delivery of various instructional models. The cooperating teachers will provide guidance and mentorship to ensure that student teachers engage in valuable experiences that emphasize best

pedagogical practices. This will encourage student teachers to acquire effective instructional strategies and skills.

The building principals will work collaboratively with local colleges and universities of student teachers to ensure their experience is beneficial to the student teacher and district students.

As of July 31, 2020, the district anticipates having two student teachers at the Middle-High School.

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](#)

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](#)

GLOSSARY OF TERMS BY TOPIC

Bilingual Education and World Languages

Bilingual Education Program (BE): A research-based educational program comprised of the following instructional components: 1) Language Arts, which includes Home and English Language Arts; 2) English as a New Language; and 3) Bilingual content areas.

Emergent Multilingual Learner (EMLL): Students who are identified by the Emergent Multilingual Learner Profile Process as prekindergarten students whose home or primary language is other than English. The English language proficiency of prekindergarten students is not assessed, and therefore EMLLs may or may not be identified as ELLs when the ELL identification process is conducted in kindergarten.

English As a New Language (ENL) Program: A research-based English language development program comprised of two components: 1) Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and 2) Stand-alone ENL: Students receive English language development instruction taught by a New York State certified English for Speakers of Other Languages (ESOL) teacher in order to acquire the English language needed for success in core content areas.

English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

Former ELL: Once an ELL has reached the Commanding level of English language proficiency, that student is designated as a Former ELL and is entitled to receive two years of Former ELL services in the form of a ½ unit of Integrated ENL or other services as approved by the Commissioner.

Multilingual Learner: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

Multilingual Literacy SIFE Screener (MLS): A state-wide diagnostic tool that was created to determine SIFEs’ literacy levels in their home language in order to provide or to design appropriate instruction for SIFE.

New York State English As a Second Language Achievement Test (NYSESLAT): The New York State English As a Second Language Achievement Test is an assessment designed to annually assess the English language proficiency of all ELLs enrolled in grades kindergarten through 12th grade.

New York State English As a Second Language Identification Test for English Language Learners (NYSITELL): An assessment that is administered once during the ELL identification process (or during reentry after an absence of two or more years from NYS schools). It is designed to determine if a student is an ELL at the time of the student’s enrollment in the NYS public school system.

Students with Inconsistent or Interrupted Formal Education (SIFE): ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S. (NYSED is currently pursuing regulatory flexibility in order that time spent in remote learning during COVID-19 closures do not count toward the twelve months of enrollment at the time of SIFE identification).

World Languages: Languages other than English, which are broken down into two categories: modern languages and classical languages. Modern languages include any language that has living, native speakers, such as Romance Languages (Spanish, French, Italian, Portuguese, etc.), Germanic languages (German, etc.), Asian languages (Chinese, Japanese, Korean, etc.), Indigenous languages (Mohawk, Seneca, Oneida, etc.), American Sign Language, and many more. Modern languages are contrasted with classical languages, which no longer

have living, native speakers such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

Career and Technical Education

Career and Technical Education (CTE): A kindergarten through adult program area of study that includes rigorous academic content closely aligned with career and technical subject matter, using the State learning standards of career development and occupational studies as a framework. It includes the specific disciplines of agricultural education, business and marketing education, family and consumer sciences education, health sciences education, technology education, and trade/technical education.

Career and Technical Student Organization: An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Career Exploration Internship Program (CEIP): A registered work-based learning program that offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in understanding the linkages among school, work, and post-secondary education. Students may earn $\frac{1}{4}$, $\frac{1}{2}$, or 1 unit of elective or CTE sequence credit.

CDOS Credential: An exit credential that meets the definition under section 100.6(b) of Commissioner's Regulations

CDOS 4+1 Graduation Pathway: A Regents Diploma graduation pathway which allows a student to graduate with a high school diploma if the student meets the graduation course and credit requirements; passes four required Regents Exams or Department approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the NYS CDOS Commencement Credential.

Cooperative Career and Technical Education Work Experience (CO-OP): A registered work-based learning program that provides an important link between the classroom and the workplace for students age 16 and older. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom.

General Education Work Experience Program (GEWEP): A registered work-based learning program open to any student 16-21 years of age who is enrolled in school. These work experiences can be a paid or unpaid and must be registered with the NYSED Career and Technical Education Team and be re-registered every five years.

NYSED-Approved CTE Program: An approved program of study that meets both the requirements under Perkins V for a program of study as well as Section 100.5(d)(6) of Commissioner's Regulations. Approved programs may be utilized to meet the 4+1 CTE graduation pathway.

Perkins Act: The primary Federal source of CTE funding to support CTE instruction and field support. The act was reauthorized for the fifth time in 2018 as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) \.

School-Based Enterprise: A school-based business enterprise exists within a school to provide services for students, staff, and/or customers from the community. No additional credit is awarded for participation in this experience; the credit exists within the related course.

Supervised Clinical Experience: Supervised clinical experience involves students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory. The services must be performed under the supervision of an instructor who holds the appropriate NYS license/certification in the health care discipline for which the students are being prepared.

Training Plan: A document developed by the work-based learning coordinator in conjunction with the student and other appropriate school personnel that outlines the tasks, goals, and objectives to be accomplished during a student's work-based learning experiences.

Work-Based Learning: Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.

Work Experience Career Exploration Program (WECEP): A registered work-based learning program open to students 14-15 years of age who are considered "at risk". These work experiences must be paid and must be registered with the NYSED Office of Career and Technical Education and be re-registered every two years.

Early Learning (Prekindergarten)

Diagnostic Screening: A preliminary method of distinguishing from the general population those students who may possibly be gifted, those students who may be suspected of having a disability and/or those students who possibly are limited English proficient; as defined in 8 NYCRR 117.2(f).

Eligible Agencies: An eligible agency, as defined in 8 NYCRR 151-1.2(b), are providers of child care and early education, a day care provider, early childhood program or center or community-based organization including, but not limited to, approved preschool special education program, Head Start, nursery schools, libraries and museums which meet the minimum standards and requirements.

Statewide Universal Full-Day Prekindergarten: Programs for three- and four-year-old students that incentivize and fund state-of-the-art innovative prekindergarten programs to encourage program creativity.

Universal Prekindergarten: Programs that provide three- and four-year-old children with universal opportunity to access Prekindergarten programs as set forth in 8 NYCRR 151-1.

Voluntary Registered of Nonpublic Nursery Schools and Kindergartens: Programs for preschool children between the ages of three and five years as outlined in 8 NYCRR Part 125.

Health and Safety

Aerosol Generating Procedures: Procedures performed on patients which are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing.

Cleaning: The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Cloth Face Covering: Masks made from fabric, preferably tightly woven cotton. Cloth masks should include multiple layers of fabric.

Disinfection: A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Fit Testing: A process in which all people who are required to wear negative-pressure respirators are examined and interviewed to determine which mask best conforms to their facial features; a rigorous protocol in which the tester challenges the face-to-facepiece seal with a chemical agent.

Hand Hygiene: Hand washing with soap and water or alcohol-based hand sanitizer.

Metered Dose Inhaler (MDI): A device that sprays a pre-set amount of aerosolized medicine through the mouth to the airways.

***N95 mask:** A type of respirator, an N95 mask offers more protection than a surgical mask does because it can filter out both large and small particles when the wearer inhales. As the name indicates, the mask is designed to block 95% of very small particles.

Nebulizer: An air compressor machine when used with a nebulizer cup, tubing, and mouthpiece or face mask delivers aerosolized medicine to the airways in a fine, steady mist.

Peak Flow Meter: An asthma management device used to measure a person's ability to push air out of the lungs.

Personal Protective Equipment (PPE): Wearable equipment that is designed to protect from exposure to or contact with infectious agents. PPE that is appropriate for various types of patient interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available. These include gloves, face masks, protective eye wear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat).

Respiratory Hygiene: Cough etiquette infection prevention measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes. Apply to anyone with signs of illness including cough, congestion, runny nose, or increased production of respiratory secretions.

Spacer: A device that attaches to the mouthpiece of a quick-relief inhaler to create space between the mouth and the MDI. The space created helps the medicine break into smaller droplets allowing the asthma medication to move easier and deeper into the lungs of the student when he/she breathes in the quick-relief or controller medicine formulated in an MDI.

Standard Precautions: A group of infection prevention practices that apply to all patients and residents, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered and include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; respiratory hygiene/cough etiquette, safe injection practices, and use of masks. Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes may contain transmissible infectious agents.

Surgical Mask: Also called a medical mask, a surgical mask is a loose-fitting disposable mask that protects the wearer's nose and mouth from contact with droplets, splashes and sprays that may contain germs. A surgical mask also filters out large particles in the air.

Transmission Precautions: When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission-Based Precautions. This second tier of infection prevention is used when patients have diseases that can spread through contact, droplet or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions.

Valved Holding Chamber: A type of spacer that has a one-way valve at the mouthpiece. A VHC also traps and holds the medicine giving more time for the student to take a slow, deep breath reducing the amount that settles in the mouth and throat.

**Some N95 masks, and even some cloth masks, have one-way valves that make them easier to breathe through. But because the valve releases unfiltered air when the wearer breathes out, this type of mask doesn't prevent the wearer from spreading the virus.*

Social Emotional Learning

Adverse Childhood Experiences (ACEs): Potentially traumatic events that occur in childhood (0-17 years).

Multi-Tiered Systems of Support (MTSS): An evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions).

Pupil Personnel Services (PPS): Staff which includes school counselors, school social workers, school psychologists, mental health counselors and school nurses.

Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others,

and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

Social Emotional Learning (SEL): The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior. **Trauma-Responsive Practices:** Practices that help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes. **Special Education Annual Review:** An evaluation, conducted at least annually by the committee on preschool special education (CPSE)/committee on special education (CSE), of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

Assistive Technology Devices: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted or the replacement of a surgically implanted device. **Assistive Technology Service:** Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

Child Find: A process which requires all school districts to identify, locate and evaluate all students with disabilities, including students with disabilities who are homeless or wards of the State, regardless of the severity of their disability and who are in need of special education and related services. **Committee on Preschool Education**

(CPSE)/Committee on Special Education (CSE): A multidisciplinary team established in accordance with the provisions of Education Law that determines a student’s special education needs and services. The CPSE is responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5-21.

Compensatory Services: Services provided to students with disabilities to remedy the school district’s failure to provide a student with a disability with “appropriate services” during the time the student was entitled to FAPE and was denied appropriate services.

Free Appropriate Public Education (FAPE): Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and are provided in conformity with an individualized education program.

Individualized Education Program (IEP): A written statement for a student with a disability that is developed, reviewed and revised by a CSE, Subcommittee on Special Education or CPSE to meet the unique educational needs of a student with a disability.

Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that provides students with disabilities the right to receive a free appropriate public education in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.

Initial Evaluation: Any procedures, tests or assessments used selectively with an individual student, including a physical examination, an individual psychological evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history and other appropriate assessments or evaluations as may be necessary to determine whether a student has a

disability and the extent of his/her special education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

Least Restrictive Environment (LRE): Placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Reevaluation: The evaluation procedures that are conducted at least once every three years, except where the school district and the parent agree in writing that such reevaluation is unnecessary to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

Special class: A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

Supplementary Aids and Services and/or Program Modifications: Aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

Telepractice: Although not specifically defined in Part 200 of the Regulations of the Commissioner of Education, the NYSED Office of the Professions defines telepractice as the provision of professional service over geographical distances by means of modern telecommunications technology. This methodology engages audio and/or video technology to connect providers with students, parents or other caregivers in ways that support the student's learning and development.

Teaching and Learning:

Academic Intervention Services: Additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.

Device: A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini-tablets are not sufficient devices for learning purposes.

Equivalent: At least 180 minutes of instructional time for instruction delivered in a traditional face to face model, or a comparable amount of time for instructional experiences, taken as a whole when the student is engaged in standards-based learning under the guidance and direction of an appropriately certified teacher, for instruction delivered in an online or blended model.

Hybrid (blended) model: A combination of in person and remote learning. In-person instruction: Instruction that takes place with students in attendance at the school building.

Remote learning: Instruction that takes place outside of the school building while the students are not in attendance at the school.

Unit of Credit: The mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.

Unit of Study: means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-

person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

All the Time access is a reference to the [National Educational Technology Plan](#), which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

Sufficient access to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.

