



Reopening Plan

for 2020-21

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Introduction

The Westminster Community Charter School (“WCCS”; “Westminster” or the “School”) Reopening Plan was designed to provide policies, practices and conditions necessary to meet the standards as outlined by the Centers for Disease Control and Prevention (CDC), New York State Department of Health (NYSDOH) and New York State Education Department (NYSED) for COVID-19, along with federal Occupational Safety and Health Administration (OSHA) standards related to employee safeguards and potential exposure to COVID-19. As the health and safety of WCCS staff and students is our top priority, the plan has a strong commitment to those measures.

The health and safety of our students, faculty, and staff is our highest priority. Therefore, this reopening plan has been created to provide the necessary precautions to help protect against the spread of COVID-19. This plan is divided into the categories outlined in the New York State Education reopening guidance document.

The School’s designated COVID-19 Safety Coordinator is the Building Principal, Robert Ross, in consultation with the Assistant Principal of Student Management, LaMonica Harris. The coordinator(s) will ensure continuous compliance with all aspects of the School’s reopening plans, reopening activities in preparation to the ‘new normal’ levels and will be the main contact for the school community upon identification of positive COVID-19 cases in the School. Additionally, the Coordinator(s) are responsible for notifying the state and local health department(s) upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty and staff. However, the health and safety of our students and staff is everyone’s responsibility. Any questions or concerns should follow the normal chain of command. Students and/or parents should first contact the teacher or building administrators and employees should direct their concerns to their immediate supervisor. The principal is responsible for reporting positive cases to the Erie County Department of Health (ECDOH) as well as managing other building level student and staff issues.

Reopening Plan Categories

Communications/Family and Community Engagement

Describes the channels the school will utilize to communicate with parents, students, faculty & staff regarding information on COVID-19 and related topics.

Health & Safety Protocols

Describes safeguards for public health and safety including healthy hygiene practices, use of masks, symptom monitoring & screening, plans for when a stakeholder becomes sick, readmission, and protocols for social distancing.

Facilities: Building Operations

Explains health and safety protocols for COVID-19, cleaning and disinfecting, and ventilation and HVAC. Provides procedures for buildings & grounds, transportation and food service.

Facilities: Building Procedures

Explains building access, classroom layout, cafeteria, shared spaces, playgrounds, hall traffic, arrival and dismissal, and bathroom facilities protocols.

Nutrition

Explains how students in any learning model will have access to healthy meals.

Transportation

Describes procedures for students that walk to school, the students that are dropped off/picked up by parents, and students that take a bus.

Social Emotional Well-Being

Describes the steps taken to create emotionally and physically safe, supportive and engaging learning environments that promote all students' social and emotional development.

School Schedules

Explains the restructure of our programs to include flexible instructional models, including remote or hybrid learning and provision of synchronous or asynchronous instruction.

Attendance & Chronic Absenteeism

Describes policies and procedures for the academic consequences on lost instructional time.

Technology & Connectivity

Discusses the shift to remote learning and the effectiveness of digital tools, platforms, and resources utilized.

Teaching & Learning

Describes instructional models, curriculum, academic gaps and interventions, and considerations for supporting diverse learners. Based on guidance from the NYSED, the DOH, and the Governor, the School determined the instructional model for the 2020-2021 school year as a hybrid model that includes weekly in-person learning and virtual learning. Families may also elect 100% virtual learning. The detail can be found in the School Schedules section of this document. All core and special area courses will follow the specifications of the determined model. NOTE - a separate document with academic specifications is being developed.

Special Education

Describes the provision of special education programs and services that ensures a free, appropriate public education. This section discusses access to programs, services, accommodations, and technology needed in various instructional models as well as how staff will communicate progress to parents.

Bilingual Education & World Languages

Describes how the school will ensure that ELL students are provided with the opportunity for full-participation whether it be through a remote or hybrid model of instruction.

Staffing and Human Resources

Describes how the school will provide feedback and support to teachers through the evaluation process, and support them as we transition to remote learning. Explains how the school will utilize substitute teachers and student teachers as an important resource in the COVID-19 crisis.

Athletics and Extracurricular Activities:

Explains Westminster's plan for athletics and extracurriculars in the 2020-21 school year.

Stakeholders

Key Stakeholder	Names (where applicable)	Date(s) Communicated
Parents	Zoom meetings with multiple attendees.	June 19, July 23, July 27 August 12, August 18, August 19
Faculty Re-Entry Team	Amy Zelasko, Chris Tepas, Courtney Chamberlain, Jamie Roe, Christine Farrell, Brian Macey	July 23, July 27, July 29
Community-Based Organizations	Buffalo Promise Neighborhood M&T Bank	July 20, July 28
WCCS Board	Trustees	July 30
Buffalo Public Schools	Ebony Bullock	July 20
Kaleida Health	Vicki Landes	July 23, July 29
Faculty	Zoom Meetings for Staff	June 20, July 20, July 24 August 10, August 12, August 14, August 21

Communication and Family Engagement

General Information

Westminster's Reopening Plan has been developed to prepare for the 2020-21 school year in the midst of the global COVID-19 pandemic with an emphasis upon health, safety, equity, and rigor. The plan will be flexible as we prepare to respond to frequent changes in local, state and federal laws, policies and guidelines as the COVID-19 pandemic evolves. As our plans change, Westminster has and will continue to engage stakeholders in multiple ways including:

- Parent surveys
- Teacher surveys
- Family town hall conversations on Zoom
- Staff town hall conversations on Zoom
- Teacher/Administrator working group
- Meetings with health professionals and other community stakeholders

The Reopening Plan will be posted on the school website as a PDF and linked from the school's homepage, Facebook, Twitter, and Instagram pages. It will also be shared via email, Dojo, and Remind with staff and families.

Regular updates about health and safety, scheduling, and all other information will be provided by multiple means (i.e. traditional mail, email, telephone calls, texting, social media, news media, website postings, and robo calls).

Timeline

May 6, 2020 – Administrative Meeting to Brainstorm Reopening

June 19, 2020 – First Parent Zoom Reopening Meeting

June 20, 2020 – First Faculty Meeting

July 13, 2020 – NYS Board of Regents Reopening Presentation Meeting

July 14, 2020 – NYSED Guidance Released

July 14, 2020 – Administrative Meeting to Review Document

July 16, 2020 – School Teams review NYSED Guidance Document (Food Service, SEL, Safety, SpEd and ENL)

July 20, 2020 – Administrative Meeting with Buffalo Public Schools

July 20, 2020 – Second Faculty Meeting

July 20, 2020 – Parent survey link regarding reopening released

July 20, 2020 – Meet with BPN to discuss school safety and health

July 23, 2020 – Second Parent Zoom Reopening Meeting

July 23, 2020 – Reopening Team Meeting

July 23, 2020 – Meet with Kaleida

July 24, 2020 – 1st Draft of Reopening Plan sent to the Westminster Board of Trustees

July 27, 2020 – Third Parent Zoom Reopening (evening)

July 27, 2020 – Re-entry Team Meeting

July 28, 2020 – Meet with BPN to discuss school safety and health

July 29, 2020 – Meet with Kaleida

July 30, 2020 – Administrative Meeting with WCCS Board of Trustees to review FINAL Draft of Reopening Plan

July 31, 2020 – Reopening Plan submitted to New York State Education Department

August 7, 2020 – Governor Cuomo releases decision about reopening schools.

August 10, 2020 – Westminster Staff Informational ZOOM meetings (5 time slots)

August 12, 2020 - Westminster Staff Informational ZOOM meetings (5 time slots)

August 12, 2020 – Parent Informational Meeting, 6:00 p.m.

August 14, 2020 – Westminster Staff Reopening Information Meeting, 9:00 a.m.

August 18, 2020 – Parent Informational Meeting, 9:00 a.m.

August 19, 2020 – Parent Informational Meeting, 4:30 p.m.

August 21, 2020 - Westminster Staff Reopening Information Meeting, 10:00 a.m.

August 14 to 21, 2020 – Revision to the reopening plan

Parent and Student Notification

- Westminster will provide the following guidance and protocols to families and students about COVID-19:
 - When and how long to stay home from school if a student is sick
- How to respond if exposure to COVID-19 is suspected
- How to respond if a student or family suspects someone else may be sick
- What to do when a student tests positive for COVID-19, including the process for returning to school after recovering
- How student health will be monitored, by families and in school
- Details about returning to school in the fall, including models and specifics for School-Based and Home-Based Cohorts
- Protocols if one or more students tests positive for COVID-19
- Options for medically vulnerable/high-risk students
- Social distancing protocols at school
- PPE protocols at school
- Hygiene protocols at school
- Cleaning and disinfecting protocols for the school

This information is subject to change and will be made available online. Students in School-Based Cohorts will routinely review this guidance with their teachers in school. The School will provide all relevant information to families' in their home languages.

Faculty and Staff Notification

Faculty and staff will receive regular updates about health and safety, scheduling, and any other relevant information via email. Staff will also receive updates at monthly faculty meetings. Faculty and staff will be routinely be informed about the following:

- When/how long to stay home from work if they are sick. This will include details on how this will affect sick time allowance.
- What they should do if exposure is suspected and what will happen if an employee tests positive. This will include details about isolation and when they can return to work. This will also include details about procedures if an employee's close contact tests positive.
- How employee health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to work, including any new procedures, updates to timing, etc. This will include details on who is permitted to work from home and under what circumstances
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled.
- What additional measures employees in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.
- How work spaces/classrooms/common areas will be cleaned/disinfected.

Health and Safety

Training and Signage

The school has procured signage and identified highly visible areas to display the signage to remind students, faculty, staff and visitors of hand hygiene, respiratory hygiene, social distancing, COVID-19 signs and symptoms, and the proper use of personal protective equipment (PPE). Kaleida Personnel and the teacher/administrator work groups will create presentations to use for continuous review of the above. These sessions may be viewed virtually or in-person by students, faculty, staff, parents and other visitors through the WCCS website or other technological resources.

Capacity

WCCS will comply with all CDC guidelines in order to ensure that the 6 feet of social distancing is maintained throughout the building, including during instruction.

Symptoms

The CDC keeps an up to date list of symptoms of COVID-19 on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. COVID-19 may manifest differently in children than in adults. Children may be less likely to present with fever as their initial symptom. Please note the list of symptoms may change and continue to check the CDC “Symptoms of Coronavirus.” These are the symptoms listed on their website as of 8/21/2020:

- Fever or chills (100.4°F or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Staff will be trained to observe students and other staff members for signs of any type of illness. These signs may include:

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

Students and staff exhibiting these signs with no other explanation for them will be sent to the Kaleida health office for an assessment by the nurse practitioner or nurse. If a nurse practitioner is not available, the school will contact the parent/guardian to come pick up their ill child or send the staff member home.

Health Monitoring and Screening

At the beginning of each school day, staff will be assigned to take student temperatures at drop off. If the student has a temperature of 100.4 or higher, Westminster staff will alert the family to take the child home and consult their doctor or medical professional. In addition, students and families will be asked periodically to complete a health screening

questionnaire. Westminster will prevent any individuals who fail the screening criteria from being admitted to the school until they meet all criteria for re-entry to the campus. Staff will take a screening survey daily that asks about COVID-19 related symptoms they may be experiencing as well as recent travel or exposure to the virus. Staff who fail the screening will not be permitted to enter the school until they meet the criteria for re-entry. Westminster provides busing to students from various local school districts. Thus, at the beginning of the school year, each bus company and school district must supply Westminster with their protocols for cleaning and disinfection and health screening. Westminster will assign a staff member to meet the bus at the drop off every morning and run a temperature check of the student prior to entering school. If the child has a fever of 100.4 F or higher, they will be moved to the designated location to wait for family pick up.

All screening information will be kept confidential by administration and Kaleida Health Personnel. Teachers and staff must report if they have COVID-19 symptoms or are lab-confirmed with COVID-19. If so, they must remain out of the school until they meet the criteria for re-entry. Additionally, staff must report if they have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, must remain out of school until the 14-day incubation period has passed provided they do not develop any symptoms.

Management of Ill Persons

Before School

Parents are expected to screen their child daily in the morning before sending them to school. Similarly, faculty and staff are required to conduct a daily self-screening before coming to school. However, any individual who screens positive for COVID-19 exposure or symptoms upon arrival to school will immediately be sent home with instructions to contact their health care provider for evaluation. Protocols for responding to confirmed COVID-19 cases and returning to school after experiencing symptoms are explained further in this section.

During School

Students and/or staff who develop COVID-19 symptoms or otherwise become ill during school will be immediately separated from others and placed in a designated area for those individuals showing COVID-19 symptoms. Students will be supervised by a staff member in full PPE gear until a parent/legal guardian or emergency contact can pick them up from school. When they are picked up, Kaleida Clinic Personnel will provide the family with a letter explaining how to get evaluated for COVID-19 and the protocol for returning to school. This space and any other areas used by the person suspected or confirmed to have COVID-19 will be cleaned and disinfected in accordance with CDC and NYSDOH recommendations.

Health officials, staff, and families will be notified of any possible or confirmed case of COVID-19 while maintaining confidentiality consistent with all applicable federal and state privacy laws. Those who have had close contact with a person diagnosed with COVID-19 will be informed to stay home and self-monitor for symptoms, and to follow CDC or NYSDOH guidance for home isolation. “Close contact” is defined as being within 6 feet of an infected person for at least 10 minutes, starting from 48 hours before illness onset until the time the person was isolated.

Responding to Confirmed Cases

In the event of a positive COVID-19 case at the school, Westminster must immediately notify the state and local health department. 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 School will cooperate with state and local health department contact tracing. In this way, the School can assist 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
- assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

This does not mean schools are required to have staff members take the contact tracing program. Questions about contact tracing should be directed to the local health department. Confidentiality must be maintained as required by federal and state laws and regulations. School staff will not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health. Additional information can be found on the following link:

https://www.westminsterccs.org/documents/WCCS_ReEntry/WCCS%20COVID_19_Tracing%20Protocol.pdf

With respect to testing for COVID-19, the school will refer students and/or staff to testing locations. The Erie County Department of Health (ECDOH) offers testing within the community. The school will provide students and/or staff members who are symptomatic or considered a close contact of an individual with COVID-19, with information to utilize the ECDOH hotline (716-858-2929) to help facilitate getting a test. Additional information can be found on the following link:

https://www.westminsterccs.org/documents/WCCS_ReEntry/WCCS%20COVID_19_Testing%20Protocol.pdf

Plan for Returning to School

Employees and students who are sick with COVID-19 symptoms, who have recently had direct close contact with a person with COVID-19, or who have tested positive for COVID-19 should stay home, notify school officials and follow up with their healthcare provider. Additionally, school staff are required to notify the school if they develop symptoms or if their answers to the health screening questionnaire change at any time during or between school hours.

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. Thus, employees and students will be allowed to return to work/school only after meeting the below requirements:

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 have 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 should not be at school and should stay at home until:

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

Social Distancing

According to the CDC and other public health department guidance, social distancing is an effective way to prevent potential infection and/or minimize further spread of the virus. Westminster employees, students, parents, and visitors should stay approximately 6 feet away from others and eliminate close contact, such as hugs or handshakes. Any time that social distancing cannot be maintained, individuals must wear acceptable face coverings. To support social distancing, the school will also implement the following:

- Taped lines on the floor will mark the walking direction throughout the school. For places where students may be waiting in line (outside the office, outside the auditorium, outside each classroom, at the water fountain), spots with 6 feet between them will be clearly marked.
- Student and teacher desks/tables will be placed 6 feet apart. Extra furniture will be removed from classrooms when possible.
- In physical education, students will maintain a distance of 12 feet between each other. Spaces will be marked clearly on the gym floor.

Visitors

Westminster will limit normal visitation to our building at this time. All individuals entering the building will be required to wear face coverings (as determined by the Governor's executive order). Individuals proceeding beyond the main office will be subject to health screening and temperature checks. All visitors must sign into the Lobby Guard kiosk. If the visitor has a temperature of less than 100.4 degrees and no symptoms, they will be given a nametag to wear to the designated area they are visiting.

High Risk Groups

The School is offering a hybrid learning model which is currently two days per week of in-person instruction and three days per week of remote instruction. All families will have the opportunity to make the decision to participate in hybrid learning or 100 percent remote learning.

Certain groups are at increased risk 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 school will consider making accommodations to meet the needs of these students in the school community. Additionally, it is important for parents/guardians to work with their child's healthcare provider(s) 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.

Face Coverings and Mask Breaks

According to Executive Order 202.17, any individual over the age of two (2) and able to medically tolerate a face covering is required to cover their nose and mouth with a mask or cloth face covering when in a public place and unable to maintain, or when not maintaining, social distance.

The school will provide students and staff with face masks if they come to school without their own mask or if something happens to their mask/face covering during the day. Students and staff may remove their masks when eating, during scheduled mask breaks, and portions of recess or physical education class, but staff can require students to continue to wear them in situations in which distancing will not be achieved. Students and staff must wear face coverings when they enter the building and as they transition through the halls.

Students will have at least two mask breaks per day at times scheduled by their teacher, ideally outside or with the windows open. Classrooms will also establish a six-foot mask-free zone in which students can take mask breaks when

needed, and as authorized by their teacher. However, students must practice social distancing (6 feet) during these times. After all mask breaks, staff and students must wash their hands or use hand sanitizer.

Proper Handwashing and Respiratory Hygiene

School staff are expected to exhibit proper hand washing and respiratory hygiene at all relevant times. Staff will reinforce proper hand washing and respiratory hygiene with students consistently. All staff and students will be trained at the beginning of the school year and the information will be reinforced with reminders and signage.

Students will have scheduled time to wash hands or use hand sanitizer, at a minimum:

- At the start of the school day
- Before breakfast, snacks, and lunch
- After breakfast, snacks, and lunch
- After using the bathroom
- After touching, sneezing, wiping, or blowing noses
- After touching garbage
- After outdoor play/recess

The school will provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer (with at least 60 percent alcohol), paper towels, tissues, and lined trash receptacles.

WCCS has reviewed CDC hand washing hygiene guidelines in creating protocols for proper hand and respiratory hygiene as follows:

Protocol: Handwashing and Hand Sanitizing

CDC Hand Washing Demonstration: <https://www.youtube.com/watch?v=fpXh2XHwMmE>

CDC Handwashing Poster: <https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>

WCCS recognizes the health of the school community is directly related to personal hygiene and cleanliness. To support this need, the school has established practices to reduce the spread of communicable disease.

Students and Staff shall have access to hand washing or sanitizing at frequent intervals.

Purpose of Hand Washing:

1. To reduce the spread of bacteria and viruses, from person to person and from people to food contact surfaces which can spread COVID-19, Norovirus, the common cold and the flu.
2. To reduce germs and bacteria found on the hands to safe levels, to prevent or to eliminate the spread of bacteria and viruses, which increase the spread of illness in the cafeteria, classroom or any used spaces in the building.

Hand Washing Procedures:

1. Wash hands using soap and warm, running water.
2. Vigorously rub hands during washing for at least 20 seconds (Sing the Happy Birthday song) with special attention paid to the backs of the hands, wrists, between the fingers and under the fingernails.
3. Rinse hands well while leaving the water running.
4. With the water running, dry hands with a single-use towel or a warm air dryer.
5. Turn off the water using a paper towel, covering washed hands to prevent recontamination from the dirty faucet.

Hands should be washed after the following activities:

- After touching bare human body parts other than clean hands and clean, exposed portions of arms.
- After using the toilet
- After coughing, sneezing, using a handkerchief or disposable tissue.
- After eating or drinking
- After recess.
- After handling dirty equipment, utensils and supplies.
- After engaging in other activities that contaminate the hands

Use of Hand Sanitizers

1. Hand sanitizers may be used in place of hand washing ONLY when access to soap and hand sinks are not available.
2. Only hand sanitizers containing 60% or above ethyl alcohol or isopropanol in concentration with equivalent sanitizing strength may be used as an adjunct to proper hand washing.

Protocol: Respiratory Hygiene/Cough Etiquette

CDC Poster: https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf

What is respiratory hygiene/cough etiquette?

WCCS will take preventative measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes.

Hygiene/Cough etiquette best practices:

1. Implement measures to prevent the spread of respiratory infections from anyone with signs or symptoms, by maintaining social distancing measures and requiring face coverings.
2. Cloth masks will be provided to Staff if they need or do not have access to one. Students will be provided a disposable mask, if they do not bring a mask to school or if one becomes damaged during the school day.
3. WCCS will post signs across the building reminding individuals to:
 - Continue wearing mask if coughing, sneezing, with fever, and/or have a suspected respiratory illness
 - Cover your mouth and nose when coughing or sneezing
 - Use tissues and throw them away
 - Wash hands with soap and water for at least 20 seconds or use an alcohol-based hand sanitizer if soap and water is not readily available.

PPE Supply

To ensure the safety of the Westminster Community, staff will closely monitor the supply of masks and other PPE materials. This will be monitored and updated as the need or guidelines change. Staff members will be assigned to count the supply of masks and PPE supplies weekly. Staff members will record this information in a Google document. Administration will order PPE on a bi-weekly or as-needed basis. All classrooms will have a supply of four (4) extra masks. The main office will house additional supply for staff or students.

If a staff member or students leaves their mask at home, one will be provided. Staff members will be supplied with two (2) masks for their own use at the start of the school year, although staff members are permitted to wear their own personal face covering. Reminder calls will be made to families periodically to remind them of the need for masks at all times.

Cleaning and Disinfecting

The school building will be thoroughly cleaned and disinfected (including electrostatic disinfecting) prior to students and staff returning for the school year.

The school will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19.” Disinfecting products that meet the EPA’s criteria for use against SARS-CoV-2 will be used.

Custodial staff will maintain a daily cleaning/sanitization log that includes the date, time and location of such cleaning and will keep such information on file.

The custodial and cleaning staff will provide regular building cleaning and disinfecting practices at the end of each school day, including routine cleaning and disinfecting of surfaces and areas in the school environment (restrooms, offices, break rooms, classrooms, and other spaces throughout the building). Daily cleaning and disinfecting will be conducted in high-touch areas or surfaces, such as phones, keyboards, touch screens, controls, door handles, railings, copy machines, light switches, etc. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, if not more frequently.

Disinfecting products will be provided in various locations throughout the building for faculty and staff to disinfect commonly used surfaces periodically throughout the day.

Cleaning & Disinfection Following a Suspected or Confirmed Case

The custodial and cleaning staff will perform cleaning and disinfecting of exposed areas, including all heavy traffic areas and high-touch surfaces. The school will follow the CDC guidelines on “Cleaning and Disinfecting Your Facility” and consult with the Erie County Department of Health as necessary.

If someone is suspected or confirmed to have COVID-19, the school will:

- Close off affected areas used by the individual who is suspected or confirmed to have COVID-19 (the school may not necessarily close operations if it can close off the affected areas)
- Open outside doors and windows to increase air circulation in the affected areas
- Wait 24 hours before cleaning/disinfecting (or as long as feasible)
- Clean and disinfect all areas used by the individual
- Once the affected areas have been cleaned and disinfected, the areas will be reopened for use. Individuals without close or proximate contact with the individual may resume activities in the areas immediately after disinfection.
- If more than seven days have passed since the individual visited or used the facility, additional cleaning/disinfection is not necessary, but routine cleaning and disinfection will continue.

Before and After Care Programs

We ask that parents avoid early drop offs in the mornings. If a family needs early morning arrival beginning at 7:30, they will register in the main office for early care. Due to social distancing, we have a limited number of seats in the auditorium. Students will enter at a designated spot and wait in an assigned seat in the auditorium, socially distanced by 6 feet and wearing masks. Parents/guardians will not be able to leave their cars or enter the building. If a parent needs to meet with a staff member, they need to schedule an appointment.

At dismissal, students will be dismissed using Schoolpass as previously done in the past. If parents are running late, they must call the main office at 716-816-3450. Students will be brought to the auditorium after dismissal ends and will be seated 6 feet apart. Parents will pick up in the circle, tell the monitor their child's name, and the monitor will radio to the monitor in the auditorium to call the child out to the car. We request parents are prompt as staff members are not required to stay past 3:25pm and we want all students to be safe.

We will have a limited availability for our Northwest Afterschool program for grade 1-6. This program will operate under social distancing guidelines and reduced capacity. Information for this program will be provided in mid-September.

Facilities - Building Operations

Before Opening

Prior to reopening, school administrators and building engineers will undertake efforts to prepare the building for a safe reopening. This includes the following measures:

- The school has purchased and has a plan for continued procurement of PPE. PPE supplies will be counted on a weekly basis and recorded in a Google document. Administration will order PPE supplies on a bi-weekly or as-needed basis. All classrooms will have a supply of at least four (4) extra masks. The main office will house additional supply for staff and students.
- The school will post informational signs throughout the building on staying home if feeling sick, how to stop the spread of COVID-19, proper hand washing procedures, social distancing, respiratory hygiene and cough etiquette, and how to properly wear a face covering.
- The school will train all faculty and staff either in-person or remotely on health and safety protocols and proper hand and respiratory hygiene.
- The Buffalo Public Schools' Plant Operations Department has trained school custodial and cleaning staff on proper sanitizing protocols and product usage. Training will be ongoing and be reinforced.
- The school will train all students on proper hand and respiratory hygiene, proper wearing of face covering, and provide parents/guardians with resources to reinforce such preventative measures at home.

Fire Code Compliance

Westminster Community Charter School will continue to comply with the 2020 NYS Uniform Fire Prevention and Building Code and the State Energy Conservation Code. Any changes will be sent to the Office of Facilities Planning (OFP).

Doorways

Westminster's one automatic doorway will remain in the open position to reduce the spread of the virus from touching door levers and knobs. The door is automatically released by the fire alarm system.

Emergency Drills

Education Law Section 807 requires that schools conduct eight (8) evacuation and four (4) lockdown drills each school year. Conducting drills is an important part of keeping students safe in an emergency. Westminster will take steps to minimize the risk of exposure to COVID-19 while conducting these mandatory drills. Students will proceed at six feet social distance during all drills. All students and staff will wear masks. Students will be instructed, if there is an actual

emergency, the most imminent concern is to get to safety. Maintaining social distancing in an actual emergency that requires evacuation may not be possible and will not be the first priority. Students in both School-Based Cohorts will participate in drills. Westminster will conduct lockdown drills in the classroom on a modified basis without hiding or sheltering, but teachers will provide an overview on how to hide or shelter in the classroom in the event of an actual emergency.

Inspections

The relevant laws and regulations have not been changed to provide an extension to the submission for the Building Condition Survey or Visual Inspections. Westminster will ensure that all inspections are up to date to meet these deadlines.

Lead Testing

The DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Upon reopening, the school will follow recommended procedures to the extent possible to provide clean and safe drinking water in accordance with NYS DOE and Buffalo School Department of Facilities.

Plumbing Facilities and Fixtures

The school is not planning to change the number of toilet and sink fixtures in the building at this time. However, the school will continue to meet the minimum requirements set by the New York State Building Code. The engineering staff has tested the sinks throughout the building during the summer of 2020 to ensure hot water. An order will be placed in the event that any sink requires repair.

Drinking Water Facilities

Students will continue to have access to adequate drinking water. Traditional drinking fountains will be closed; however, students may use fountains with bottle fillers.

Ventilation

Westminster will maintain adequate, code required ventilation (natural or mechanical) as designed. Westminster will continue with HVAC inspections and maintenance that will enable the system to provide proper ventilation throughout the building. Westminster will discontinue the use of large hallways fans and move to two-way fan systems within classrooms and enclosed spaces. Areas of student or staff access will have windows opened to facilitate ventilation if weather permits.

Westminster Community Charter School’s building engineer will follow the protocols for Maintenance Standards from the Buffalo Public Schools: [BPS Maintenance Standards](#).

Facilities - Building Procedures

Student Flow, Entry, Exit, and Common Areas

In order to maintain social distancing in all school facilities and on school grounds, the school will:

- Minimize interaction of students between drop-off and entrance to school facilities.

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Create “one-way routes” in hallways.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts, when feasible, as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders.
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

Arrival and Dismissal

We ask that parents drop off students beginning at 7:55 a.m. Parents are strongly encouraged to avoid early drop offs in the mornings. If a family needs early morning arrival beginning at 7:30 a.m., they must first register in the main office. Due to social distancing requirements, we have a limited number of seats in the auditorium. Students will arrive by car or will enter the assigned entrances. Parents/guardians will not be able to leave their cars or enter the building. Parents must make appointments prior to entering the school and if necessary, return at a time when students and staff are inside the classrooms. Staff and students must wear masks upon school entry.

Families who have appointments (e.g. medical, dental) for their child during the school day must call the main office before entering the building. Parents should drive into the traffic loop on Westminster Avenue and call the main office from the loop at 716-816-3450 to receive further direction. The school will call the child down from their classroom, and the staff member will walk the child to the door. School staff will validate the adult retrieving the child in eSchools and record the time the child left and reason in the attendance system. When returning from an appointment, the child will enter through the main door and a staff member will take the child’s temperature. Parents should wait in their car until the student clears the temperature screening and supply any doctor’s notes, if applicable. Students presenting with a fever or other symptoms upon their return to school will be sent home with the parent/guardian.

Classroom Configuration

In accordance with NYSDOH guidance, the District will configure classroom spaces to ensure that appropriate social distancing (6 feet) is maintained as follows:

1. Seating/desks will be spaced at least six feet apart or, if the size of the classroom is not conducive, seating will be spaced to the greatest extent possible and masks will be worn by students and staff.
2. Desk placement will be marked on the floor by painter’s or duct tape.
3. Extra furniture will be labeled with the teacher name and room number and will be removed by the building engineer.

Bathroom Facilities Protocols (In Classroom and Shared)

Westminster will have designated bathroom times for the elementary grades. The staff assigned to the bathroom facilities will have the students wait on line in 6 feet socially distanced labeled spacing. Only two students will be permitted in the bathroom at one time. Students will use proper handwashing techniques when leaving the bathrooms. Guidelines

from the CDC for proper handwashing will be hung in all the bathrooms. Middle school classrooms will be assigned times for bathroom breaks.

In Kindergarten rooms, staff will use the shared bathroom following all guidelines for handwashing. Staff will support students with the protocols.

Hall Traffic

Westminster will label hallways with posters and decals for traffic to show the direction of the hallway flow.

- Create “one-way routes” in stairways
- Hallway direction flow will be 6 feet socially distanced.
- Maintain social distancing in hallways and other common areas.
- Masks must be worn at all times by students and staff.

Shared Spaces (Auditorium and Specials - PE, Library, Art, Music)

The gymnasium will follow the 12 feet social distance rule. All material and surfaces will be cleaned between classes. Students will use proper hand hygiene practices before and after use of shared spaces.

At this time, the art and music rooms will not be used. The library will be set up using socially distanced protocols. One cohort will be allowed at a time. Students will be able to check out materials. When books are returned, they will be held for 96 hours until they are placed back in circulation. The book return drop box will be utilized for return of materials.

The Auditorium will be used for early morning care and late pick up at dismissal, following social distance guidelines.

Dining Hall

Westminster will not use the dining hall for student meals. The kitchen will follow all School Food Authorities and national, local, and state health and safety guidelines. Additional information relative to student meals is below in the “Nutrition” section of this document.

Outside Space and Playground

Westminster will use all guidelines related to social distancing for recess and physical activities. Westminster will monitor that classes are staggered and socially distanced, with no more than two cohorts outside on the grass area at one time. The playground equipment will be closed.

Cleaning/Disinfecting Procedures

- Disinfecting should never be done by children (i.e. wipes, spray bottles for desks)
- Cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs
- Areas used by students will be cleaned and disinfected before the start of the school day
- High touch areas such as door handles, stair railings, elevator buttons, etc. will be cleaned and disinfected during the school day. All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable, and will promptly notify cleaning staff of any soiled, dirty or other hazardous condition.
- Bathrooms will be cleaned and disinfected frequently during the school day

After the School Day

Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day.

Routine cleaning includes:

- Clean all high touch items such as light switches, door knobs, handrails, desk tops, counters, handles, faucets, etc.
- Dust mop and/or wet mop floors
- Empty trash receptacles and replace liners
- Clean restrooms
- Dust
- Vacuum carpeted areas
- Disinfecting will occur after routine cleaning is completed

Spray disinfecting should not be done when the space is occupied by children. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to leave.

Nutrition

Access Plan

School-Based

The kitchen staff will run a Google document that has each day's breakfast and lunch menu listed. In each homeroom, students will be asked if they want the main lunch or alternate lunch that day. Teachers will submit this information on the Google document. Kitchen staff will build meals based on what students ordered. Meals will be delivered to classrooms. Students will eat at their desk, maintaining a 6-foot distance. Students with dietary or specific needs may bring an individual lunch to school to eat during their lunch period. Teachers can order meals using the same process and pay using MySchoolBucks.

Home-Based

The same ordering process will be used for students in the Home-Based Cohorts. Kitchen staff will prepare meals based on what students order and those meals will be available for pickup each day. Pickup will be at the kitchen door on East Amherst Street during the scheduled pickup window, and students/families will maintain 6-foot social distance in pickup lines.

Health and Safety Guidelines

Food service workers will be required to undergo temperature checks and health screenings before they begin their shift. If an employee has a fever of 100.4 F or higher, or otherwise presents with COVID-19 symptoms, they will be sent home. All kitchen staff will be required to use a mask and gloves and will receive training in handwashing and food safety, with signage posted in the kitchen. Staff will use socially distanced work spaces.

Food Allergies

The nurse will provide the kitchen with a list of students who have a food allergy. The list will specify the food allergy. Allergies will be noted on class roster lists kept in the kitchen for cross-referencing by the kitchen staff and by teachers

when students place their lunch orders. Students may need to eat in separate locations depending on the severity of their allergies.

Cleaning and Disinfecting

The staff will thoroughly clean and disinfect all food surfaces and equipment at the end of each food service shift. Equipment, including high-touch objects and surfaces, will be disinfected daily or more frequently depending on usage.

Students in School-Based Cohorts will eat breakfast and lunch in their classrooms. Students will follow proper handwashing protocols before eating, and desks will be wiped down after each meal. Students will maintain 6-foot distance while eating. Students will not be permitted to share food or beverages.

Child Nutrition Program Requirements

Meals will follow Child Nutrition Program Requirements as usual. Students will be trained in what they need to take to have a “reimbursable meal” and individual items will be marked in Google docs or meals will be built with all necessary components.

Communication

Information regarding meals and nutrition will be shared via mail, the school website, and social media. Important information will be shared in languages spoken by families through Language Line, Talking Points, and other translation services as needed. Breakfast and lunch menus will be sent home monthly.

Transportation

Walkers

As is past practice at Westminster Community Charter School, walkers will be released at 3:15 p.m. Students will be socially distanced and wearing masks as they are dismissed from the school exits.

Parent Pickup

At dismissal, students will continue to be dismissed using Schoolpass. Parents who are running late are strongly encouraged to call the main office at 816-3450. Students will be brought to the auditorium and seated 6 feet apart until the parent arrives. When parents arrive in the circle, tell the monitor the name of your child and the staff member will radio to the auditorium. Your child will be sent out to the car. Please be on time, as staff members are not required to stay after 3:25 p.m. and we want all students to be safe.

Busing

Westminster has a limited number of bussing students who live in surrounding school districts. As we are notified of the bus schedule, we will work with those districts to ensure safety and social distancing. An assigned staff member will monitor and work with the drivers for all protocols.

Social and Emotional Well-Being

Comprehensive Counseling Program

WCCS has developed a comprehensive counseling program under the direction of the school counselors that encompasses the five core social-emotional competencies, as identified by the Collaborative for Academic, Social and

Emotional Learning (CASEL). The competencies are self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

Students

Westminster will continue to support the social and emotional wellbeing of all its students. The comprehensive counseling program includes tiered supports, data collection, progress monitoring, and continued community-building experiences.

- Tier 1 supports are based on the NYS SEL Standards and Restorative Practices. These include daily classroom circles and check-ins, SEL learning experiences, and community-building experiences.
- Tier 2 and 3 supports will be provided by school counselors and social workers, in person and online. Members of the SEL team will work with students and families to determine the best way to deliver services. Information about these opportunities will be shared with families in a letter from the SEL Team, which will be sent home in the mail and posted online.
- Westminster will continue to utilize the DESSA Universal Screener tool three times per year, completing assessments in October, January and June.
- Grade-level SEL meetings will be held virtually, biweekly on Wednesdays. Members of the SEL Team and grade-level teams will attend. These meetings will serve as an opportunity for staff members to progress monitor the needs of students and consider ways they can increase SEL supports for students.
- Westminster's Events Committee will meet regularly to schedule community-building events and adapt existing traditions to ensure they are safe and engaging for students, families, and staff.

Staff

Westminster is committed to supporting the social and emotional well-being of its staff. This includes the following measures:

- Allow time at the beginning of the year and throughout the year for staff members to process feelings, challenges and concerns related to the changes in our educational setting due to COVID-19. (Beginning of the year PD, Grade Level/Subject Area Meetings.)
- Place an emphasis on the importance of self-care and provide staff with associated resources.
- Provide opportunities for staff to share concerns and opinions, with the use of brainstorming meetings or staff wide surveys.
- Utilize supports provided through Buffalo Teachers Federation to support staff members who wish to link to mental health resources for their own well-being.

Counseling Team

WCCS recognizes that in order to attend to the social-emotional needs of our students, teachers and families, we must provide the necessary support and resources to all school stakeholders to build a community of collective understanding of how we can attend to students as well as each other. Our counselors, social workers, and school-based health clinic (Kaleida) will provide student mental health and counseling services in-person and virtually.

Plan for Resources and Referrals for Mental Health, Behavioral, & Emotional Support

Partnership with Mental Health Services in the Kaleida Clinic: Westminster will continue our partnership with the Kaleida Clinic Personnel and will submit referrals when appropriate to the social worker so that students can be connected to mental health services at school. These services can be provided in person, or virtually, depending on the situation.

SEL Website: Students and Families will have ongoing access to the SEL Website which will serve as the informational hub for SEL Information. Members of the SEL Team will update the website on a regular basis. The website will

include information regarding mental health and SEL resources. Members of the SEL team can help to connect families to outside mental health services when needed.

Professional Development











Westminster will provide ongoing opportunities for staff to engage in professional development related to SEL initiatives: restorative practices, trauma-informed practices, self-care and well-being initiatives, culturally and linguistically responsive teaching practices, and adult anti-bias training. Additionally, Westminster will provide mentorship opportunities for professionals who are new to their roles through the WCCS mentorship program.

School Schedules

Rationale

Keeping in mind that all of our Westminster families have unique situations, all families will be given the option for their child to learn in a full-remote learning model. Families of students in grades kindergarten through first grade will also be given the option to attend school for instruction four days per week to ensure that the needs of our youngest students are addressed. Therefore, all students entering grades kindergarten and first grade during the 2020-2021 school year will be offered school-based learning four days per week (see table below) while maintaining all safety precautions allowing for social distancing. First grade students opting for the school-based cohort will receive regular instruction using a Chromebook as a significant learning tool to ensure success in the event that we are forced to abruptly change to an all-remote instructional model. All families of students in these primary grades will be contacted so that their choice of instructional model is recorded and planned for.

Grades K-1 Student Instructional Model Choices
















	Monday	Tuesday	Wednesday	Thursday	Friday
School-Based Cohort	 School-Based	 School-Based	 Learning at Home	 School-Based	 School-Based
Home-Based Cohort	 Remote Learning	 Remote Learning	 Remote Learning	 Remote Learning	 Remote Learning

Hybrid - School-Based and Home-Based

The Instructional Leadership Team at Westminster Community Charter School opted for a collaborative approach to hybrid learning. Grade-level teams of teachers in grades 2-5 will consist of 4 teachers, 3 general education teachers and one special education teacher for each grade level. There will also be one academic intervention teacher assigned to support the students in those grade levels. Therefore, students in these grade levels will have five teachers in each grade level to help meet the diverse needs of students. Grade-level teams of teachers in grades 6-8 will consist of 4 general education teachers per grade level, each focusing on one content area. In addition, there will be two special education teachers and one academic intervention teacher supporting these middle school students in their learning. Recognizing that the current health crisis may force us to abruptly change models, we felt that students developing relationships with all teachers on a team was the best approach, therefore every student in these grade levels will receive instruction from all grade level teachers, regardless of the instructional model or cohort they are a part of.

In an effort to promote quality instruction over quantity of assignments, and keeping in mind the challenges that teaching both in-person and online present, members of grade-level teams will specialize in content areas. In grades 6-8, teachers will specialize in one of the four major content areas, and teachers in grades 2-5 will specialize in either ELA and Social Studies or Math and Science. All students in the school-based cohorts will receive school-based instruction and online instruction for each of these subjects. Training students on being an effective remote learner will also be a priority. Students who choose a school-based hybrid model will receive instruction on how to be an effective remote learner while they are in the classroom so that if a transition to an all-remote instructional model is necessary, they will be prepared for continued success. Students who opt for the all-remote instructional model will be given the opportunity to attend at least one in-person training session intended to prepare them for being an effective remote learner. If families are not comfortable with an in-person training session they will be given the opportunity to schedule remote learning training sessions to ensure their child's success with remote learning. There will also be daily continued support for these students by all teachers on grade level teams.

Grades 2-8 Students Instructional Model Choices

	Monday	Tuesday	Wednesday	Thursday	Friday
School-Based Cohort A	 School-Based	 School-Based	 Remote Learning	 Remote Learning	 Remote Learning
School-Based Cohort B	 Remote Learning	 Remote Learning	 Remote Learning	 School-Based	 School-Based
Home-Based Cohort	 Remote Learning	 Remote Learning	 Remote Learning	 Remote Learning	 Remote Learning

High Needs Students

High needs students in grades 2-8 that have significant academic, social, or emotional needs may be offered a third option of attending the school-based model four days per week joining both School-based Cohort A and Cohort B. This opportunity will be offered to families of students on a case-by-case basis in consultation with parents/guardians and students will be identified by a collaborative team consisting of administrators, counselors, social workers, and teachers.

Attendance and Chronic Absenteeism

Daily Teacher/Student Engagement

Westminster recognizes that consistent school attendance, academic success, and school completion have a positive correlation. The school will keep records of attendance in order to effectively intervene when a student's attendance is interfering with their education. Teachers will be required to take attendance for each class period that they teach, whether the lesson is taught virtually or at school. If a student is absent due to connectivity, parent schedules, or other barriers, school staff will work collaboratively with parents/guardians to ensure that the child continues to meet expectations. Attendance will be reported in SIRS. Counselors will focus on 5 Key Areas for Monitoring Attendance: Contact, Connectivity, Relationships, Participation, and Chronic Absence.

Chronic Absenteeism

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason. To support students whose absenteeism is at risk of becoming chronic, and/or is interfering with their education, Westminster will implement intervention strategies with those students. The school will schedule meetings and/or telephone conferences with the family of the student to learn more about the root causes of the attendance issues. Then, with more information about the cause, the school can provide support to the student. This may include speaking with the family about the academic impact of absenteeism, helping the family procure transportation to school, or providing the family with a hotspot and/or device to ensure internet access at home. If major concerns persist and the child is being kept home from school for impermissible reasons, the school may report educational neglect to the local department of social services. If a parent/guardian keeps a child at home because of concern about the pandemic, this does not count as educational neglect.

Technology and Connectivity

Access

To develop knowledge of the level of device and internet access, WCCS has, and will continue to, conduct needs assessment surveys for families and teachers. The needs assessment surveys will continue to be conducted via multiple means (paper, internet, and phone) to ensure all staff and families can be reached and have access to necessary resources.

Devices

Westminster will provide 1:1 devices for students in grades K-8 for use at home. Students in kindergarten and grade 1 will have access to a Chromebook or a tablet. Students in grades 2-8 will have access to Chromebooks. Students in grades 2-8 will use their Chromebooks at home during Home-Based Learning and, if in the School-Based Cohort, will bring their devices to school on those days. Students should not share devices. The school will maintain a supply of extra devices in the event a child's device breaks, and the school technology coordinator will repair devices when possible. All students will have access to a device in the event that it is necessary for the school to provide full remote instruction to all students.

Westminster will acquire and provide hotspots to families and teachers who need internet access at home.

Multiple Means of Engagement

In addition to providing devices and hotspots, Westminster will provide packets of work for weekly pickup and submission for students who are unable to participate online. WCCS will work to provide the opportunity for all students to participate in remote learning successfully.

Teaching and Learning

Curriculum and Instruction

Recognizing the need for a clear and aligned curriculum, WCCS is dedicated to teaching our current curriculum regardless of the form of instruction our circumstances force us to utilize. Teams of teachers will be given the opportunity to collaborate with their colleagues during staff development days in August so that they can plan for the pacing of the rigorous instruction required by our current curriculum and situation.

During remote instruction, teachers will be required to provide a combination of synchronous and asynchronous lessons. Asynchronous learning occurs when students work independently on learning activities and assignments. Teachers will provide lesson content through written materials and video presentations. Synchronous learning occurs when students join an audio/video enable meeting space at the same time. This may include whole group instruction led by the teacher and small group work amongst the learnings; the structure of this is much like an in-person learning experience.

These expectations will be consistent across grade levels and will be determined by the instructional leadership team. In addition, to ensure the team makes informed decisions when setting expectations, they will gather ample feedback and suggestions from key stakeholders and consider the research surrounding what is considered developmentally appropriate for students in certain age groups. These expectations will be shared with teachers prior to the start of the school year.

The leadership team at WCCS recognizes the challenge that teachers face with our current circumstances. To ensure that teachers are supported as they overcome these challenges, both weekly hybrid learning and remote learning

schedules allow time for teachers to collaborate with their teams, instructional coach, and administrators on assessing student work. They will do this by continuing their engagement in the Data Wise process and Student Work Analysis Protocol. In addition, they will have time on these days to collaborate remotely as a team to plan for appropriate, quality lessons.

Academic Gaps and Intervention

Assessing the gaps that students have as they begin the school year will be a priority for WCCS teachers. By altering our school calendar to create an earlier start date, it allows for teachers and staff to assess students on August 26th and August 27th in person (determined by the Governor's executive order), or virtually. Not all students may be assessed on these days due to time constraints and student availability, however, primary students will be given priority in this process. Having data earlier in the year will allow precious time for teachers to begin analyzing assessment results to determine academic needs of many students, especially our youngest learners. This early start to assessment will also allow teachers time to process the data and plan for instruction that will meet students' academic needs. Classroom teachers, special education teachers, and academic intervention teachers will all work to provide students with necessary tier 2 and tier 3 interventions.

In addition, in the spring of 2020, WCCS teachers indicated which ELA and Math standards they had yet to cover during the 2019-20 school year. They also indicated which standards were minimally covered with few students reaching mastery. This data was recorded by the Project Administrator and will be considered as tier 1 instructional plans for the 2020-2021 school year continue to be developed.

Expectations for K-8 Hybrid/Remote Learning

A committee of teachers, counselors, and members of administration are in the process of developing a student handbook with student expectations. Feedback from the community, teachers, and students are being considered thoughtfully as it is being developed. This handbook will be available to families by September 1st, 2020.

Communication Protocols for Students and Families

To communicate information about assignments and academic concerns to parents, teachers will continue to use the communication platforms they have used in the past, such as ClassDojo or Remind. As always at WCCS, teachers are encouraged to address individual concerns about students via email or phone call. Teachers will also be encouraged to survey parents in September to determine the preferred method of communication (including preferred language) of each individual parent or guardian to ensure a strong school-home connection.

Learning Platforms

To maintain consistency across grade levels, all grade levels will use Google Classroom to communicate daily schedules, assignments, and grades to students. In grades 1-5, all teachers on a grade level team will be invited as collaborators on all grade level Classrooms to ensure that there will be plenty of support for students accessing the Classrooms. For remote, synchronous lessons teachers will utilize Zoom and/or Google Meet. Teachers and staff will receive training on strategies for engaging students during online lessons, fostering student collaboration, and formatively assessing students using the tools that these platforms offer. A committee of teachers focused on technology will compile and distribute lists of recommended and compatible online tools and platforms as well as the online programs for which WCCS has purchased subscriptions.

Special Areas

WCCS will continue to provide physical education, art and music on a weekly basis to support the whole child. All minimal requirements for physical education will be met for those students opting for the hybrid model. Students who

opt for the home-based learning model will be provided with resources that promote physical activity at home and will receive direct instruction from special area teachers each Wednesday. All special area teachers will provide both school-based and home-based instruction so that students have multiple ways to access the learning.

Assessment

Students in grades K-8 will complete the STAR Interim Assessment in reading and math periodically throughout the school year, during established screening windows. Students complete the assessment on an iPad or Chromebook. Students in School-Based Cohorts will take the assessment at school. Students in the Home-Based Cohort will take the assessment at home, guided on Zoom by a teacher. Protocols for administering the assessment will be provided to teachers by August 24 and training will be provided to teachers by August 25. Students will be trained on the assessment protocols before taking the assessments. For assessments administered at home, protocols will be provided to students and families in the Home-Based Cohort by the first screening window.

There are five screening windows scheduled for 2020-21. This will provide at least six weeks of instruction between each assessment date.

STAR Screening Windows	
Beginning of Year	September 8-18
Fall	October 26-30
Winter	January 11-15
Spring*	March 29-April 2
End of Year	June 14-17

** The spring STAR screening window will only be used for students in grades K-2. If the state test is cancelled in 2020-21, the STAR screening window will apply to all grades K-8.*

Curriculum-based assessments will be scheduled by teachers following their curriculum. Pacing calendars will be developed by teams on Superintendent Days and in the first two rounds of Wednesday team meetings (if needed).

Grading

A grading policy will be developed by a committee of teachers and the Instructional Leadership Team by September 1, 2020. This policy will be shared with families online via the school website and Google Classroom, and it will also be mailed home to families. The policy will account for home-based and school-based learning. It will prioritize rigor, high expectations, equity, and access.

Response to Intervention

Due to the reorganization of staff in the hybrid model plan, the number of math and reading intervention teachers has been reduced. Therefore, the remaining intervention teachers will devote their time to students that have been identified as needing tier 3 services. These tier 3 students will receive intervention services in both school-based instruction and/or remote instruction depending on the preferred model chosen by their family. Due to the hybrid model decreasing class sizes, all general education teachers will be required to provide tier 2 interventions for the students in their classes and content area.

As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, Westminster will use a standardized process at each grade level for determining which students are entitled to RTI services. Westminster will consider student performance on multiple measures, which include, but are not limited to:

- STAR Reading and Math assessments
- Formative assessments including math topic assessments and Checks for Understanding
- Unit and lesson assessments including Math and ELA End of Module Assessments
- Math and reading running records
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioner's Regulations Part 117.

Special Education

Free and Appropriate Public Education

In accordance with the Individuals with Disabilities Act (IDEA), each student with a disability will be provided with a free appropriate public education (FAPE) consistent with the need to protect their health and safety as well as those providing them with their education, specialized instruction, and related services regardless of the instructional model.

If the in-person or hybrid model of instruction is implemented, in addition to making sure each student has access to the least restrictive environment for learning, Westminster 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. Westminster will work with our service providers to determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as we plan for various types of instructional models. Westminster will also work with our Local Educational Agency (LEA) and CSE regarding initial evaluations, re-evaluations, eligibility determinations, and annual review meetings.

Special education students within each grade will be placed with their developing peers in the same cohort and, when possible, in line with the learning model families have chosen (hybrid or 100% virtual). This will enable the special education teacher to support all students on their caseload at school and online at the same time. In addition, special education teachers will coordinate with the families of the students on their caseload to schedule additional time at school to work on individualized goals and grade-level content.

Documentation and Communication

Teachers and service providers will continue to collect data, whether in-person or remotely, and use that data to monitor each student's progress toward their annual goals and to evaluate the effectiveness of the student's special education services. The school will continue to report student progress to parents/guardians.

Parent/Family Engagement

Westminster values the voices of our parents/guardians and, therefore, will place a high focus on parent engagement and collaboration regarding the provision of services to their child. This entails regular communication between staff and parents/guardians through the use of various modes (phone, email, Dojo, Remind, etc.). Working collaboratively and creatively with parents/guardians will help to ensure there is an understanding of Westminster's efforts to provide services consistent with the recommendations on the child's IEP and the student's needs and progress. Communication with parents/guardians will take place in their preferred language or mode of communication and all outreach efforts will be documented.

Collaboration

In addition to collaboration with parents/guardians, Westminster will continue to collaborate with the Committee on Special Education (CSE) and with program providers. Westminster will work with the CSE to ensure that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. Westminster will ensure that, to the greatest extent practicable while following CDC/NYSDOH guidance, health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.

Accommodations, Modifications, and Supplementary Aids

Westminster teachers and service providers will ensure that students have access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) that are recommended on a student's IEP. Westminster will also provide parents/guardians with a list of individuals along with their contact information, who are available to respond to questions and concerns regarding the student's IEP, accommodations, assistive technology devices and/or services.

Bilingual Education and World Languages

English Language Learners

English Language Learners (ELLs) will be placed in the same cohort (to the extent possible). This will enable the English as a New Language (ENL) teacher to support all ELLs at school and online. The ENL teacher will coordinate with the families of the students on her caseload to schedule additional time at school to work on individualized goals, language support, and grade-level content.

The ELL identification process will continue to be completed using the Home Language Questionnaire and individual interviews. Westminster will maintain documents related to the identification process. The identification process will be completed in the required timeframes: within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures 2019-20, as well as all students who enroll during summer 2020, and during the first 20 days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within 10 school days of initial enrollment, as required by the Commissioner's Regulation Part 154.

Communication with Families

The full-time ELL teacher and classroom/content-area teachers will maintain regular contact with the parents/guardians/family members of ELL students in the preferred language and mode of communication of the students' families, in accordance with federal and State requirements. Additionally, teachers will use Language Line and Talking Points to translate and communicate with families to ensure that they are engaged in their children's education during the reopening process.

Continuity of ELL Services

Students will receive all Units of Study required by their most recently measured English language proficiency level during hybrid or remote instruction. The ENL teacher will continue to provide appropriate instruction, including providing remote ELL services to the greatest extent possible for students who are unable to come to school. ELL teachers will provide targeted, scaffolded instruction and support and will continue to collaborate with general education teachers to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

Staffing and Human Resources

Teacher and Principal Evaluation System

The measures that are used as part of the implemented teacher and principal evaluation process provide useful information to school leaders and the educators that are being evaluated. This also helps to ensure equitable access to effective educators for all students so that they are provided with the skills to succeed. Westminster will continue to provide feedback and support to teachers through the evaluation process, pursuant to the guidance and process from the Buffalo Teachers Federation and Buffalo Council of Supervisors and Administrators (BCSA). Additionally, Westminster will continue to provide targeted professional development opportunities and feedback on how to adjust instruction to meet the needs of all students whether in the classroom or the virtual learning environment.

Certification, Incidental Teaching, and Substitute Teaching

Pursuant to Education Law Sections 3001 and 3009, all teachers employed by Westminster must hold valid certificates for their teaching assignments during the 2020-21 school year. The school will periodically review the SIRS 329 Staff Certifications Report to ensure that teachers hold the appropriate certification for their teaching assignments.

Westminster will not assign persons who do not have a teacher certification in any area as substitutes unless it has first exhausted the list of certified substitutes who are certified in the area for which the substitute is required.

Athletics and Extracurricular Activities

The NYSDOH Interim Guidance (dated July 13, 2020) states that no interscholastic sporting events are permitted. For Westminster, this includes the basketball and track teams. At this time, Westminster is placing all afterschool clubs and activities on hold, pending further guidance from New York State and the Buffalo Public School District regarding sports. As previously mentioned, we will have a limited availability for our Northwest Afterschool program for grade 1-6. This program will operate under social distancing guidelines and reduced capacity. Information for this program will be provided in mid-September.

Reopening Plan Appendix

<https://www.westminsterccs.org/re-entry-appendix>