



West Seneca Central School District

COVID-19 Reopening Plan 2020-21 School Year

July 29, 2020

The Mission of the West Seneca Central School District is to provide a diversified educational program which will produce literate, caring, ethical, responsible, and productive citizens who are capable of adapting to change.

This document was developed based on parameters outlined within the most current NYS guidance and information. The information contained within will continue to evolve based on emerging guidance, assessment of internal protocols, and feedback from stakeholders.

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Introduction

The West Seneca Central School District's COVID-19 health and safety plan considered the Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) guidelines for COVID-19, along with federal Occupational Safety and Health Administration (OSHA) standards related to employee safeguards and potential exposure to COVID-19. West Seneca Schools will be following all state and local guidelines and recommendations that are set forth and will adapt and update our plan as guidance evolves.

The reopening plan is divided into logical categories. Each category contains guidance, procedures, protocols and/or other measures which explain practices that need to be considered in order to maximize the health and safety of students and staff. A short description of the plan categories is provided below:

Communications: Describes the channels the District 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.

Operations: Provides procedures for Visitors, Transportation and Food Service.

District-Wide Procedures: Explains planning and expectations for all buildings and facilities across the District.

Building Procedures: Explains building access, classroom layout, cafeteria, personal property rules, playgrounds, hall traffic, arrival and dismissal, and extracurricular procedures.



Academics: Describes instructional models, prioritizing standards, academic gaps and interventions, and considerations for supporting diverse learners. Based on guidance from local and State officials, the West Seneca Central School District will determine the instructional model for the 2020-2021 school year. All core and special area courses will follow the specifications of the determined model.

NOTE - a separate document with academic specifications for each core area course is being developed.

Supporting Diverse Learners: Describes planning and expectations for supporting students with diverse learning needs.

Social Emotional Well-Being: Explains action steps to create emotionally and physically safe, supportive and engaging learning environments that promote all students' social and emotional development.

Athletics and Extracurricular Activities: Explains general considerations for health and safety precautions with athletic practices, competition, sporting venues, locker rooms, gyms, game operations, offseason programs, and sports medicine.

Communications

General Information

The District will utilize numerous communication channels to inform parents, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the COVID-19 pandemic, the District reopening, and appropriate adjustments throughout the course of the school year.

Plan Development

A variety of stakeholders (teachers, administrators, clerical staff, custodial staff, parents, school board members, District physician, etc.) were engaged in the development of this plan via the use of multiple modalities including, but not limited to in-person meetings and survey information.

Parent & Student Notification

The District will provide guidance to parents and students with the following information regarding COVID-19:

- Written and in-person training (for students) pertaining to COVID-19 safety protocols.
- When and how they will be permitted to return to campus in the fall.
- When/how long to stay home if they are sick.
- What they should do if exposure is suspected and what will happen if a student tests positive.
- How the District will monitor student health.
- What to do if they suspect someone else may be sick.
- What will happen if there is a confirmed case in a school building.



- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.
- Communications will be provided in the home language of our students and families and for the hearing and visually impaired.

Faculty & Staff Notification

The District will provide guidance to faculty and staff with the following information regarding COVID-19:

- When/how long to stay home from work if they are sick. Including 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.
- 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.
- What will happen if there is a confirmed case in a school building.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures 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 and what is the responsibility of employees vs. district processes?

Health & Safety

Facial Coverings

As per Executive Order 202.17, any individual who is over age two(2) and able to medically tolerate a face-covering shall be 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.

Face coverings are required to cover your 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 District encourages employees to use any fabric face coverings they may have in their possession, due to comfort and availability of disposable surgical masks at this time. However, masks will be provided by the District as needed.

Masks or cloth face-coverings should be worn at all times except when eating, when a staff member designates a mask break, and/or outside in well ventilated areas with appropriate social distancing. An individual may also be excused from wearing a mask some or all of the



time if a medical condition or disability exists that would result in undue risk or harm to that individual. Wearing of masks and face-coverings will be outlined in the District Code of Conduct.

All employees reserve the right to wear a mask when they are not required. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. The District will provide information to staff and students on proper use, removal and washing of cloth face coverings.

“Mask breaks” should occur throughout the day for all staff. These breaks should take place when acceptable social distancing can be maintained (outside or in a well-ventilated area).

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

Teachers and support staff will reinforce proper hand hygiene and cough/sneeze covering with all students.

Times should be designated on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:

- at the start of the day when children enter the classroom | before snacks and lunch
- after using the toilet or helping a child use a toilet
- after sneezing, wiping, and blowing noses
- after snacks and lunch, particularly if hands are sticky, greasy or soiled when students come in from outdoor play or recess

The District will provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, and lined trash receptacles.

Hygiene and Cleaning

The [U.S. Centers for Disease Control and Prevention \(CDC\)](#) has released guidance to help advise businesses preparing to reopen, including procedures and requirements surrounding hygiene and sanitation.

Cleaning protocols will adhere to hygiene and sanitation requirements from the Centers for Disease Control and Prevention (CDC) and [Department of Health \(DOH\)](#). The District will conduct regular cleaning and disinfection at least every day, and more frequent cleaning and disinfection of shared objects (e.g. tools) and surfaces, as well as high transit areas, such as restrooms and common areas.

- Cleaning logs will be maintained by the Superintendent of Buildings and Grounds in collaboration with building level administration and Head Custodian for each of our sites (These cleaning logs will be maintained within each Head Custodian office).



- Cleaning logs will document date, time, and scope of cleaning.
 - Before School Child Care Program
 - Areas utilized by this program will be cleaned and disinfected when the program ends and before school day begins.
 - During School Hours
 - High touch areas (door knobs, hand railings, etc.) will be cleaned and disinfected after arrival and periodically throughout the day. All staff will support the cleaning and disinfection process in classrooms throughout the day to the extent practicable.
 - Restrooms will be cleaned and disinfected throughout the school day.
 - After School Hours
 - Routine cleaning will include typical responsibilities (empty trash receptacles, clean restrooms, clean high touch areas, etc.).
 - Disinfection will take place after cleaning.
 - Playgrounds and Outdoor Areas
 - Students will sanitize hands before and after use of playgrounds and/or utilizing outdoor spaces.
 - CDC Guidelines for outdoor areas: *Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. The targeted use of disinfectants can be done effectively, efficiently, and safely on outdoor hard surfaces and objects frequently touched by multiple people.*
- If an employee becomes ill with COVID-19, the area/building will be disinfected and may be closed for a determined amount of time in accordance with CDC and NYSDOH recommendations and in consultation with the Erie County Health Department.

If cleaning or disinfection products or the act of cleaning and disinfecting causes safety hazards or degrades the material or machinery, personnel shall have access to a hand hygiene station between use and/or be supplied with disposable gloves. All cleaning personnel shall have appropriate PPE.

Ventilation

The buildings and grounds staff will ensure ventilation systems operate properly and that filters are changed at regular intervals. The District will increase circulation of outdoor air as much as possible such as by opening windows and doors, unless they pose a safety or health risk to students using the facility.

Hygiene

Sanitizing products will be provided and located on/near commonly shared equipment and supplies (e.g. copiers). Prior to use of a shared piece of equipment, the employee should sanitize the parts that will be touched. After use of a shared piece of equipment, the employee should sanitize the areas that were touched. Employees should then practice hand-washing or hand sanitization procedures.



Hand hygiene stations will be provided throughout each building for personnel, students and others:

- Hand sanitizing stations - hand sanitizer will be replaced as needed and will contain an alcohol-based hand sanitizer containing 60% or more alcohol in accordance with FCNYS.
- Additional portable sinks with hand soap and paper towels.
- Employees will be encouraged, included in staff training, to use cleaning/ disinfecting supplies before and after use of shared and frequently touched surfaces, followed by hand hygiene.
- Times for student handwashing should be scheduled into each day and should include, but not be limited to the start of the school day, before and after meal consumption, and after recess. Additionally, students should be directed to wash hands after activities such as sneezing and wiping noses.

Health Monitoring

It is the obligation and priority of the district to actively monitor for symptoms related to COVID-19, as it will not be possible to reduce the risk of COVID-19 transmission in schools to zero. Collaboration between school personnel, our families, and local health officials will be critical as we proceed through the school year. Considerations will be made regarding screening processes for both students and staff that may include daily reporting utilizing digital communications. Per the recommendation from the NYS DOH, screening should be conducted at home prior to reporting to school or any school facility.

A fever is technically defined as a body temperature of 100.0° F or higher, according to the Centers for Disease Control and Prevention. The fever temperature is consistent for both children and adults.

Faculty and staff are required to stay home if they are sick. Parents are required to keep sick children home. Employees shall self-monitor for signs and symptoms of COVID-19 daily. Please see Appendix L: COVID-19 Symptoms Flowchart.

Per the CDC, a wide range of symptoms associated with COVID-19 have been reported ranging from mild symptoms to severe illness. Anyone can have mild to severe symptoms and may appear 2-14 days after exposure to the virus. Such examples include, but are not limited to:

- Cough
- Shortness of breath or difficulty breathing
- Fever or chills
- Headache
- Muscle or body aches
- Sore throat
- New loss of taste or smell
- Fatigue
- Nausea or vomiting



- Diarrhea

If employees believe they are experiencing symptoms, stay home. Call in to use a sick day, following your normal call-in procedures and notify your supervisor.

Signs have been posted throughout the facilities and school buildings reminding employees of the COVID-19 symptoms and to frequently self-monitor.

Daily Employee Health Screening Procedures

On a daily basis, upon arriving to work, employees must answer the following questions:

1. Have I 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?
2. Have I tested positive through a diagnostic test for COVID 19 in the past 14 days?
3. Have I experienced any symptoms of COVID 19 including a temperature of greater than 100.0 F in the past 14 days?
4. Have I 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?

Employees who answer “Yes” to any of these questions should not report to work. They should follow normal call-in procedures and immediately notify their direct supervisor.

The District will work with each individual employee who provides this information to determine use of leave and return to work protocols, in accordance with guidance and directives that have been issued by the federal, state and local public health authorities and governmental agencies.

A screening document can be found in our Appendix M and [HERE](#).

Plan for Returning to School

- If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, the employee may return to work upon completing at least 10 days of quarantine from the onset of symptoms.
- If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is not experiencing COVID-19 related symptoms, the employees may return to work upon completing 14 days of self-quarantine.
 - However, if such an employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by the District, in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:
 - Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms



consistent with COVID-19 under the supervision of their employer's occupational health program.

- Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after last exposure.
- Social distance: The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.
- Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
- Maintain quarantine: The employee must continue to self-quarantine and self monitor for temperature and symptoms when not at the workplace for 14 days after last exposure.

Compliance will be monitored and documented by the District and employee.

If an employee is symptomatic upon arrival at work or becomes sick with COVID-19 symptoms while at work, the employee must be separated and sent home immediately and may return to work after completing at least 10 days of isolation from the onset of symptoms OR upon receipt of a negative COVID-19 test result.

Protocol for Staff and Students Presenting With COVID-19 Symptoms

All staff will be instructed on the signs and symptoms of COVID-19. In the event a student or staff member presents with signs of COVID-19, the school nurse will be contacted for direction. If the nurse is not available, a staff should contact the building administrator for further direction.

Each school will identify an area to separate students who exhibit COVID-like symptoms during hours of operation, and ensure that children are supervised by a staff member. This staff member will maintain appropriate social distance and will wear appropriate PPE.

Procedures will be established for safely transporting anyone sick to their home or to a healthcare facility, if needed and as appropriate.

Areas used by any sick person will be closed off and not used until they have been disinfected. Sick staff members or children will be advised not to return until they have met CDC and/or DOH criteria.

The District will cooperate with contact tracing efforts according to the Department of Health guidelines to ensure health and safety of students and staff.

Any employee or student who screens positive for any of the above criteria (i.e., symptoms, test, or close contact) is prohibited from entering the school. They will be sent home with instructions to contact their health care provider for assessment.

The District will engage in deep cleaning, disinfection, and temporarily closing of affected areas as ordered by the DOH, in the event of a positive COVID-19 case. In addition, the District will follow the



guidance from the local health department and New York State in the event of a closure of specific school, building, and/or the District due to health related protocols.

Medically Vulnerable/High Risk Groups (Adults/Staff)

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Persons in these groups should consult with their healthcare provider and the district 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

The District will collaborate with employee association leadership to identify medically vulnerable/high risk employees. Employees who fall into this category or who have questions should contact the Office of Human Resources to discuss their specific concerns and/or questions. The District will work in conjunction with the employee and their medical provider in these instances. All applicable laws and contractual rights will be addressed during this process. (Medically vulnerable/high risk students are addressed later in this document).

Student Health Screening

All students will be screened by their parent/guardian **EACH DAY** before they depart for school using the following screening questions.

1. Have I 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?
2. Have I tested positive through a diagnostic test for COVID-19 in the past 14 days?
3. Have I experienced any symptoms of COVID-19 including a temperature of greater than 100.0F in the past 14 days?
4. Have I 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?

Parents who answer “Yes” to any of these questions for their child should not send their child to school and contact the school nurse and your child's medical provider.

Parents will be required to follow normal call-in procedures for children who are ill and cannot attend school (i.e. contact school, follow up with note upon return to school). Additionally, parents will be instructed to notify school nurse of any COVID-19 related symptoms.



The necessary documentation for a student to return to school after experiencing symptoms includes the following and is outlined in the Appendix L, [COVID-19 Symptoms Flowchart](#) subject to change based upon CDC, NYS DOH, and local public health guidelines.

Parents will receive regular communications (robo-call, email) regarding screening protocols.

Care Coordination for Students with Health Concerns

The school nurses coordinate the school health services with the school physician and District Medical Director to manage, prevent, and/or reduce health issues. This school health team will coordinate with families to address student needs.

The school nurse will partner with social workers to establish community behavioral health referral agencies, and coordinate with school health professionals, counselors, social workers, school psychologists.

The school nurse will identify students with pre-existing medical or mental health conditions to determine if treatment has been interrupted, medication or supplies have run out, or important appointments or procedures have been missed.

The school nurse will coordinate with the student's special education teacher to address current health care considerations by:

- Revising Individual Health Plans (IHPs)
- Determining the special healthcare needs of medically fragile students
- Communicate with parents and health care providers to determine return to school status and modify IEP's as indicated.

Safety Drills

- NYS continues to require that safety drills (fire and lockdown) are conducted in schools. Social distancing and mask requirements will be in effect during these drills which may result in them taking longer. Students will be instructed that social distancing and mask requirements will be secondary considerations in the event of a true emergency.

Operations

Visitors

Visitors will be permitted to buildings for essential purposes only. All efforts should be made to conduct business and meetings remotely (e.g. telephone, Google Meet, email, etc.). To the extent feasible, deliveries should be made to loading docks.

Visitors who buzz for entry to the building should communicate through the buzzer system only. Employees will ask the purpose for their visit and whether their business can be accomplished



through phone, email, or mail. If they are dropping something off, they should be advised to leave the item at the door.

Only visitors with scheduled meetings with an employee in the building should be allowed in. Visitors will be required to sanitize their hands upon entry to the building and wear a face covering, disposable masks will be available for those who need one.

Before entering, visitors must answer questions pertaining to their physical health:

1. Have I 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?
2. Have I tested positive through a diagnostic test for COVID 19 in the past 14 days?
3. Have I experienced any symptoms of COVID 19 including a temperature of greater than 100.0 F in the past 14 days?
4. Have I 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?

Visitors who answer “Yes” to any of these questions will not be permitted access to the building. All visitors will be required to wear facial coverings and sanitize their hands upon entry to the building.

Community Use of Facilities

For the start of the school year, District facilities will not be available for use by community organizations and groups. This will enable us to focus on supporting our students and maintaining a clean and safe environment. Our Before and After School Program will continue to function with modifications made to ensure student health and safety (see “Before and After School Care” below). We will continue to assess the use of facilities by the community as the school year progresses.

Transportation

Transportation Department Director: Ms. Linda O’Grady 677- 3820

- Bus drivers, aides, and other school personnel will be required to wear facial coverings at all times. Students will be required to wear facial coverings at bus stops and while on school buses.
- All buses will contain disinfectant spray and towels. Buses will be cleaned and disinfected daily. Bus drivers and aides will wipe down high touch areas between bus runs.
- Buses will be equipped with extra PPE for (masks, gloves, etc.) which may be used for individuals lacking appropriate PPE. Students without PPE will not be denied transportation. School buses will not be equipped with hand sanitizer due to its combustible composition.
- Hand sanitizer will be available at the bus garage for all staff.
- Transportation staff who are required to have direct physical contact with students as a function of their duties will wear gloves.
- Students with a disability which would prevent them from wearing a mask will not be denied transportation.
- Students who participate in school programming out of the district (i.e. nonpublic, parochial, private, charter schools, or as a result of needs addressed through an Individualized



Education Program) will be provided with transportation regardless of the status of school programming (i.e. fully in-person, hybrid, remote) in the West Seneca CSD.

- In order to prevent/minimize students from walking past one another on the bus, students will seat themselves on buses from the rear of the bus forward when boarding the bus. Upon arrival at school, student departure from the bus will start with the front seats working back. Siblings and students from the same household should sit together.
- Upon arrival to school, buses will release students in a staggered manner (ex. Two buses at a time).
- At the end of the day, students will be dismissed to buses in a staggered manner (ex. Students will be called to buses, two buses at a time).

Arrival/Dismissal - Parent Transportation

- Due to the anticipated increase in parents transporting children to school, new, building-specific procedures are being developed to ensure a safe flow of traffic. These procedures will be communicated to families from each school.

Bus Density Reduction Measures

- The District will survey parents to ascertain whether they plan to utilize district transportation or self-transport their children to school to reduce density on school buses. Parents who elect to self-transport should allow for up to 3 business days notice to the Transportation Department for those services to commence.
- The District will require siblings to sit together without a seat between them.
- Late arrival and early dismissal may be allowed for students at West Senior and East Senior High Schools.
- Seniors may be granted "Open Campus" privileges enabling them to come and go to campus as long as it does not interfere with their required student obligations.

***Note: The District currently has a staggered, 4 tier busing schedule. Further staggering this schedule would cause inequity between student schedules and access to education.**

Food Service

Food Service Director: Mrs. Ann Marie Ralph 677- 3810

- Lunch schedules may vary by school and will be developed in collaboration with building administration.
 - Depending on the needs of the building, lunches will be consumed in the classroom, the cafeteria or a combination of the both in order to reduce density and ensure 6 feet of social distance around students. Measures will be taken to disinfect student desks after meal consumption in classrooms.
- Kitchen workers will wear face coverings and other protective equipment (gloves, plastic aprons, etc.) as needed.
- Kitchen areas will be cleaned and disinfected at least daily with additional cleaning and disinfecting as needed for high touch/use areas and equipment.



- Kitchen staff will work to maintain 6 foot distance between one another and students to the extent possible. Consideration will be given to adjusting schedules to reduce staff density (e.g. meal prep done earlier in the day or later in afternoon).
- Installation of physical barriers (sneeze guards, polycarbonate shields, etc.) at locations where 6 foot distance between people is difficult to maintain.
- Students will practice proper hand hygiene before and after eating.
- Meals will be individually prepared and served when possible. When possible, food will be wrapped to reduce the possibility of contamination.
- Breakfast will be served from a cart in pre-packaged “grab-and-go” format with students taking breakfast to homerooms to eat.
- Lunch will be individually packaged and may be delivered to alternate locations depending on building needs.
- Food sharing by students will be prohibited.
- Food services personnel will coordinate with other school personnel (nurse, instructional staff, etc.) to ensure that safety is maintained for students with allergies in the distribution of food.
- Cafeteria staff will disinfect tables between lunch periods.
- Food service protocols will be communicated to families in their home language and accommodations will be made for those with visual and hearing impairments. Communication will take place via website, social media, emails, and robo-calls.

District-Wide Procedures

Social Distancing

Faculty and staff need to ensure at least six feet of distance between individuals, unless safety or core function of the activity requires a shorter distance. However, any time that staff or faculty are less than six feet from one another or students, they must wear acceptable face coverings. Each classroom should create a new layout to determine its capacity within parameters of proper social distancing.

Seating/desks will be spaced apart to ensure 6 feet of social distance in all directions and masks will be worn by students and staff. Desks should be turned to face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart.

In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings/masks.

Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings.



Alternative spaces in the school (e.g., cafeteria, library, and auditorium) may be repurposed to increase the amount of available space to accommodate the maximum distance possible.

- In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.
- Social distancing markers should be posted using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site.

Gatherings, events, and extracurricular activities are limited to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas.

Each child’s personal belongings should be kept separated from others’ and in individually labeled containers, cubbies, or areas. If possible, avoid sharing electronic devices, toys, books, and other games or learning aids. Place communal materials in special areas.

Classrooms should have adequate supplies in order to minimize sharing of high touch materials to the extent possible (art supplies, music equipment, general classroom supplies) or use of supplies and equipment should be limited by one group of children at a time and cleaned and disinfected between use.

Building Procedures

Contact Information for Each School:

West Senior High School

<u>Role</u>	<u>Contact Information</u>
Principal	Mr. Brinker 677- 3350
Assistant Principal	Mrs. McManus 677- 3350
Assistant Principal	Mrs. Ellen Stoeckert 677- 3350
School Counselors	Mrs. Kivari 677- 3365 Mrs. Smith 677- 3364 Ms. Elze 677- 3393 Mr. Meslinsky 677- 3366 Mrs. Walsh 677- 3363
School Social Worker	Mrs. DiPasquale 677- 3368
School Psychologist	Mr. Zakrzewski 677- 3388
School Nurse	Mrs. Boody 677- 3380



East Senior High School

<u>Role</u>	<u>Contact Information</u>
Principal	Mr. Winnicki 677- 3300
Assistant Principal	Ms. Sweeney 677- 3300
Assistant Principal	Mr. Renzoni 677- 3300
School Counselors	Mrs. Page 677- 3313 Mrs. Smilinich 677- 3314 Ms. Clar 677- 3316
School Social Worker	Mrs. Syracuse 677- 3312
School Psychologist	Mr. Kavanaugh 677- 3343
School Nurse	Mrs. Reigle 677- 3319

West Middle School

<u>Role</u>	<u>Contact Information</u>
Principal	Mr. Kean 677- 3500
Assistant Principal	Mr. Marchioli 677- 3500
School Counselors	Mrs. Kubiak 677- 3506 Mr. Mariglia 677- 3524 Mr. Lares 677- 3507
School Social Worker	Mrs. Smart 677- 3513
School Psychologist	TBD
School Nurse	Mrs. Thibault 677- 3508

East Middle School

<u>Role</u>	<u>Contact Information</u>
Principal	Dr. Loughran 677- 3530



Assistant Principal	Mr. MacKellar 677- 3530
School Counselors	Mrs. Canaple 677- 3539 Ms. Parzych 677- 3567 Mr. Yokom 677- 3538
School Social Worker	Dr. Scozzaro 677- 3536
School Psychologist	Mrs. Hubbard 677- 3566
School Nurse	Mrs. Boxler 677- 3564

Allendale Elementary

<u>Role</u>	<u>Contact Information</u>
Principal	Dr. Quinn 677- 3660
School Counselor	Mrs. O'Malley 677- 3671
School Social Worker	Mr. Hanley 677- 3670
School Psychologist	Mrs. Trode 677- 3672
School Nurse	Mrs. Amico 677 - 3664

Clinton Street Elementary

<u>Role</u>	<u>Contact Information</u>
Principal	Mrs. McCartan 677- 3620
School Counselor	Mrs. O'Malley 677- 3671
School Social Worker	Mrs. Schoepflin 677- 3631
School Psychologist	Mrs. Wastchak 677- 3568
School Nurse	Mrs. Zubler 677- 3624

Northwood Elementary

<u>Role</u>	<u>Contact Information</u>
Principal	Mrs. Ferri-Cordaro 677- 3640



School Counselor	Mrs. O'Malley 677- 3671
School Social Worker	Mrs. Fitzpatrick 677- 3649
School Psychologist	Ms. Fillmore 677- 3651
School Nurse	Mrs. Pisto 677- 3644

Winchester Elementary School

<u>Role</u>	<u>Contact Information</u>
Principal	Mrs. Brady 677- 3580
School Counselor	Mrs. O'Malley 677- 3671
School Social Worker	Mr. Rejewski 677- 3594
School Psychologist	Mrs. Trode 677- 3672
School Nurse	Mrs. Brooker 677- 3584

West Elementary School

<u>Role</u>	<u>Contact Information</u>
Principal	Mrs. Frawley 677- 3250
School Counselor	Mrs. O'Malley 677- 3671
School Social Worker	Ms. Caprio 677- 3166
School Psychologist	Mrs. Cawthard 677- 3258
School Nurse	Mrs. Larson 677- 3256

Plan Development

Collaboration and cooperation between all members of the school community will be essential.

***Please note: Protocols contained within this section are still in the development phase. All protocols are subject to change based on evolving conditions and needs. Buildings will communicate their respective protocols to families in the coming weeks.**



Considerations for All Schools:

- 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.
- Require visitors and parents/guardians to use their own pen for signing in/out.
- 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 as an effective strategy to limit exposure and contact.
- Minimize large group gatherings.
- Cleaning and disinfecting will take place throughout the instructional day.
- Put signage around school buildings to provide hygiene instructions and reminders (CDC offers printable resources and handwashing posters).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- Strategically place floor markings that identify 6 foot distances
- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.
- Each school will develop building-specific plans to safely address daily routines.

Consideration of Cohort Grouping:

To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, schools should aim to keep students in the same group throughout the day.

Initial requirements and related guidance are as follows:

- **Cohorts:** Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
- **Capacity:** There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the fall will replace previous summer guidance at the start of the school year, assuming positive health metrics hold.)

Elementary Schools

(Allendale Elementary, Clinton Street Elementary, Northwood Elementary, West Elementary, & Winchester Elementary)

Schools will develop protocols that address the following areas of focus:

- Building Access



- Arrival & Dismissal
- Student Pick-Up & Early Release
- Classroom Configuration
- Class Groups/Cohorts
- Bathroom Facilities Protocols
- Hall Traffic
- Shared Spaces
- Cafeteria (Breakfast/Lunch)
- Outdoor Space & Playgrounds

Middle Schools

(East Middle School & West Middle School)

Schools will develop protocols that address the following areas of focus...

- Building Access
- Arrival & Dismissal
- Classroom Configuration
- Class Groups/Cohorts
- Bathroom Facilities Protocols
- Hall Traffic
- Shared Spaces
- Cafeteria (Breakfast/Lunch)
- Outdoor Space
- Student-Pick Up & Early Release
- Clubs and Activities

High Schools

(East Senior & West Senior)

Schools will develop protocols that address the following areas of focus...

- Building Access
- Arrival & Dismissal
- Classroom Configuration
- Bathroom Facilities Protocols
- Hall Traffic
- Shared Spaces
- Cafeteria (Breakfast/Lunch)
- Outdoor Space
- Student-Pick Up & Early Release
- Clubs and Activities

Teaching and Learning

As we plan for the teaching and learning of the 2020-21 academic school year, we must ensure that all students have the opportunity to safely engage in learning regardless of the instructional model that will be in place for the school year: **In-Person**, **Remote**, or **Hybrid**. It is important to note that



the potential to shift between each of these models is also possible given the uncertainty of the future course of the COVID-19 pandemic.

The onset of the 2020-21 school year will require a careful re-entry to instruction to ensure we are focused on the teaching and learning of not only academics, but with the teaching and learning of social emotional curricula as well.

A slow transition back into the routines of daily school life, learning new protocols for health and safety, and ensuring students and families are equipped with the necessary technology and connectivity will be paramount for either of these instructional models.

Instructional Models

In-Person Model 100% of Staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment. In addition, the continuity of learning for this model of instruction, for the most part, will maintain their current integrity.

Remote Model Students will not attend school in the physical building. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be explained. The continuity of learning for this model of instruction would require a modified curricular timeline and identification of essential learning/power standards. Additionally, digital resources for students to access the various curricular content areas would be available to our students to utilize as part of the instructional program.

Hybrid Model Students will be back in school with an altered schedule to reduce student population within the building. Students would attend school in-person for a portion of a day or a portion of a week and the rest of the time they would engage in remote instruction. Social distancing measures will be in place and masks are to be worn when physically present in the school building. Using this model, students will be actively involved in the school learning environment in a smaller group setting.

When planning for a hybrid learning model, there are a variety of formats that can be utilized. Schools can use an A/B cohort model that isolates two distinct cohorts of students who attend school in- person different days of the week, or half days each day. The continuity of learning for this model of instruction would require a modified curricular timeline and identification of essential learnings/power standards. Additionally, digital resources for students to access the various curricular content areas would be made available to our students to utilize as part of the instructional program.

High-needs students will be prioritized for full-time in-person learning when feasible. That is, even if most students are not in school each day, schools should consider setting up small programs that



would run on a regular basis for one or more cohorts of high-needs students, including students with disabilities and English learners who are most in need of in-person services.

A link to the District’s current Hybrid Plan can be found in our Appendix and [Here](#)

Continuity of Learning: Curriculum and Instruction Road Map

Over the course of the last three months of the 2019-20 academic school year, student progression of learning standards varied given a variety of variables. Teacher feedback was sought and received in order to plan for the subsequent school year. As such, an assessment and modification of the core area curricula will need to be made in the 2020-21 school year in order to help students and teachers address any potential academic gaps and/or regression of previous learning material. The West Seneca Central School District will employ the following timeline in the assessment of student progress and curricula modification:

Action Item	Timeline
Seek feedback from faculty regarding curriculum and instruction areas of focus for fall instruction.	June 2020
Share feedback with the instructional team.	July 2020
Determine the types of baseline assessments/activities to be administered to students in the fall.	July/August 2020
Identify any additional resources needed to make curricular modifications.	July/August 2020
Communicate baseline assessment types with faculty.	August 2020
Administer baseline assessments/activities.	Mid-September 2020
Analyze baseline assessments/activities performance results on district Data Day.	Late-September 2020



Develop a road map of curricular adjustments, including provisions for special education and ELL student populations.	October 2020
Conduct checkpoints with the curricular team for potential revisions to the curricular road map.	November 2020 January 2020 March 2020
Evaluate overall efficacy of the road map and identify and curricular/instructional needs for the subsequent school year.	May 2020

In addition, all Teacher Association members within the West Seneca Schools system will develop and implement a *Digital Learning Plan* to meet the need for any potential remote learning scenario that may present itself over the course of the next school year(s). The plan calls for a blending of teaching and learning through a careful analysis and plan development. The components of the plan are still being developed in collaboration between District Administrators and the Teacher's Association.

Systems Management

Grades PK-12 will use Google Classroom to post assignments, communicate with students and parents/families, create assignments, and share digital information. All students will be provided with an electronic device for use at home.

- Portable connections to the internet will be provided for students who do not have an internet connection at home.
- Teachers shall keep a regular school schedule with exact times for course/subject area instruction.
- Teachers shall take attendance/maintain documentation log for each lesson or course.

Communication Protocols for Students and Families

Provide clear communication to students and families to share course expectations and online learning participation expectations, including set office hours and opportunities to collaborate with educators and other students.

- District Welcome Letter/ Parent Handbook sent to all students and families including directions for parents to access PowerSchool and Google Classroom.
- Teachers will follow-up with students and families to outline class/course schedule and online participation expectations including teacher contact information. (refer to Digital Learning Plan).
- In addition to daily class meetings, teachers will host regular office hours for individual student questions (Refer to Teacher Guide for Remote Learning).
- Establish remote classroom materials for students and families to access.



- Provide guidance and ensure all students are able to login to all systems that are a part of the class/course.
- Setup, test, and troubleshoot hardware in the audio/video enabled meeting space.
- Communicate tech-help protocol for logistical and technical help.

Setting Learning Objectives

- Establish weekly checklists with clear instructions that can be followed on- or off-site.
- Create standards-aligned lessons that work toward mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion.
- Ensure targets are being met to provide quality off-site instruction to include regular check-ins with students on a daily/weekly/set intervals.
- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning.

Universal Prekindergarten Program

In the planning for the reopening of our prekindergarten programs, focus on meeting the needs of our youngest learners is of the utmost importance. The students enrolled in our universal prekindergarten program, both in-district and off-site locations, will continue to be exposed to a rich and robust curriculum as part of their learning experience, whether our instructional model is in-person, remote, or hybrid. Our prekindergarten program will ensure compliance with the health and safety procedures highlighted in this district reopening plan as required by New York State.

Planning for Students who are Medically Vulnerable, Immune Compromised, and/or High Risk Group

Students who are medically complex, who have neurological, genetic, metabolic, and/or who have congenital heart disease are at higher risk for severe illness from COVID-19. Furthermore, students who have family members who are in high risk groups may require accommodations as well. It is important for parents/guardians to work with their child’s medical providers so that an informed decision can be made on how to best meet the child’s needs at school, while protecting their health and safety. The District will collaborate with parents/guardians, health care providers, school nurses, and/or School District Medical Director on any specific situation to ensure that a plan for each student is made based upon their individual needs.

Supporting Diverse Learners

Special Education

Each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. In accordance with the Individuals with Education Act (IDEA) and NYS Regulations, all students will receive their services identified in their IEP to the extent possible. Parents/Guardians



are critical in collaborating with the District personnel on behalf of their children. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with students, families/guardians to jointly determine what is working with each student, including in distance learning, as well as identify and incorporate appropriate accommodations and modifications to allow for the greatest accessibility of learning as possible.

Teachers, teacher aides, and related service providers will wear facial coverings at all times when working with students who are unable to wear face coverings for medical or programmatic reasons. Some teachers may need face coverings with clear openings in order to accommodate any needs related to the need to see the mouth during instruction. If teachers are scheduled to work with students who spit, have excessive drooling, and/or any other medical factors, they will be provided with a face shield in addition and/or instead of face coverings.

Physical Distancing

- Establish any necessary flexible plans for specific students with disabilities, including but not limited to preschool students, students with intensive support needs, students with behavioral challenges, and/or students with medical needs.
- Establish flexible plans for how to implement physical distancing given the lack of space and facility limitations, particularly children who may struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students from typical peers
- Plan for maintaining access to typical peers and ensure that students remain in the least restrictive environment.
- Determine how each school will provide related services (OT, PT, Speech-Language, Vision etc.) in all instructional models while maintaining physical distancing and/or use of appropriate face coverings and face shields.
- Discuss how school staff, including school psychologists and related service providers, will conduct assessments while maintaining physical distancing and/or use of appropriate face coverings and face shields.

Planning for Special Education Students who are Medically Fragile and/or Immune Compromised

Students who are medically complex, who have neurological, genetic, metabolic, and/or who have congenital heart disease are at higher risk for severe illness from COVID-19. It is important for parents/guardians to work with their child's medical providers so that an informed decision can be made on how to best meet the child's needs at school, while protecting their health and safety. The District will collaborate with parents/guardians, health care providers, school nurses, and/or School District Medical Director on any specific situation to ensure that a plan for each student is made based upon their individual needs. The District will:

- Review medical documentation regarding students' medical needs to ensure health and safety. Consult with the school nurse and/or District Medical Director, as well as consultation with the student's medical provider, as needed.
- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, and support needs. Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.



- Develop flexible plans to keep students connected, included in the class, and included within the school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique circumstances and needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
 - Daily health screening and temperature checks
 - Restroom use, diapering and toileting
 - Paths of travel within and around the building
 - Use of school facilities for recess or recreational activities
 - Cleaning and Disinfecting

Considerations and Implications of Instructional Models for Students with Disabilities

In-Person Model Students with disabilities would be provided with instruction consistent with the District In-person model. Students would attend their regularly scheduled classes/programs as outlined in their IEP to the extent practicable.

Hybrid Model Students with disabilities will be provided with a Hybrid Model that aligns with their individual and/or cohort needs. Students with special considerations including students receiving programming in self-contained programming (e.g. 6:1:1, 12:1:1 etc) may attend school more regularly, such as 4 days per week to accommodate their significant needs. Special Education services will be available as outlined in their IEP to the extent practicable.

Remote Model Students with disabilities who are recommended to receive the majority of their program in a less restrictive environment (e.g. Consultant Teacher, Integrated Co-Teaching), including programming in general education, will be provided with instruction digitally through online methods consistent with the District Remote Model. Special Education services will be available as outlined in their IEP to the extent practicable.

Committee on Special Education (CSE) Meetings

The District encourages participation and collaboration with parents/guardians during the CSE process. During the period of closure, all CSE meetings were conducted in a virtual manner through Google Meet and/or phone conferences. Parents/Guardians and students with disabilities are encouraged to be a part of the decision making process and attend the CSE meetings. The District will continue to conduct virtual and/or phone meetings until the health and safety of all parties can be ensured. The District will work with parents/guardians to establish a mutually agreeable timeline. In the event that a face-to-face meeting is determined, all health and safety procedures will be considered (e.g. mask wearing, social distancing, etc.).

Child Find Responsibilities including, Initial Evaluations and Reevaluation Procedures

Child Find is governed by IDEA, NYS Part 200 Regulations and section 4410 of the NY Regulations of the Commissioner of Education. The District continues to maintain its obligation to locate, evaluate, and identify students with disabilities who are in need of special education and/or related services. The District will continue its obligation with the health and safety of all individuals (faculty,



staff, students and families) in mind as it implements an agreed upon plan with parents/guardians for conducting initial evaluations.

- Initial Evaluations and Reevaluations will be conducted considering all health and safety precautions and may be conducted either in-person, as allowed, and/or virtually. The school psychologist and educational team will collaborate with the parents/guardians to determine a safe process to complete such evaluations.
- All procedures for evaluations (initial and reevaluation) will be aligned with IDEA and NYS Part 200 regulations.

Recovery Services/Compensatory Services

The District will develop a plan for assessing students' present levels of performance and regression of skills when students return to school, as defined by the NYS Part 200 regulations. A determination of recovery services will be based on data collection (e.g. review of log including contacts, communications, and performance during the closure, observations, progress monitoring, etc.). All data indicating students' level of functioning prior to the COVID-19 closure and his/her current functioning upon the return to school will be reviewed. Each student's special education teacher(s) and /or related service provider(s) will review their students' progress, communicate with parents/guardians to determine if any and/or to what extent additional compensatory services may be necessary. All determinations will be made on an individual basis. CSE meetings will be scheduled for any student who may require compensatory services, upon review of the data and in communication with the student's parent/guardian.

English Language Learners

ELL Screening

A virtual oral interview will be conducted in the summer of 2020 for ELLs registering for the 2020-2021 school year in order to determine their Limited English Proficiency (LEP) eligibility. The remaining screening process for any students registered in the summer of 2020 and in the first 20 days of school will be completed within the 30 day window from the start of the school year to determine their proficiency level for instructional purposes. All screening procedures will follow NYS guidelines.

Communicating with Multilingual Families

Communication with parents/guardians will be provided in the preferred language and the mode of communication of the students' families, in accordance with federal and State requirements. All district and building level documents deemed necessary will be translated into the ELL home languages and communicated with the families.

Continuity of Services

ENL teachers will provide NYS required instruction units in ENL and content support to all ELL students based upon their proficiency level via the 2020 NYSITELL and 2019 NYSESLAT assessments. The units of study and the necessary support will follow the NYSED guidelines at each proficiency level. For students unable to attend school, the District will provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support. Teachers will utilize each student's level of language proficiency to design instruction with appropriate scaffolds that support continuity of learning and take individual students' levels of language proficiency into account as instruction is planned with the appropriate scaffolds. ENL



teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and support to all ELLs in their classes, as well as remotely. ENL and content area teachers will work collaboratively to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction. Consideration will be given to providing in-person instruction for ELLs 4 days per week and virtual instruction 1 day per week in the event that a hybrid model is utilized.

Attendance and Chronic Absenteeism

- Daily student attendance will be recorded in PowerSchool, regardless of the model of instruction (i.e. Fully In-Person, Hybrid, Remote). Parents will be able to view their child's attendance in the Parent Portal.
- Overall student engagement fell for a variety of reasons during the spring of 2020 once school's closed and learning became remote. These reasons included, but were not limited to medical issues, social/emotional issues, technological limitations, and motivation deficits. For the 2020 - 2021 school year, we will assign students struggling with engagement a point person who checks in with them on a weekly basis. These students will be identified through a process involving referral and consultation with the building principal and Pupil Personnel Services (PPS) Team. The purpose of these "check-ins" will be to help identify barriers to school engagement and develop strategies to overcome them or connect the student with needed resources/individuals (ex. social worker, technology support, etc.).

Social-Emotional Well-Being

Attending to our students social-emotional development is critically important in education and even more so now given the dramatically changed environment with the global pandemic, COVID-19. The five core social-emotional competencies, as identified by the Collaborative for Academic, Social and Emotional Learning (CASEL), are the foundation for young people's well-being. The five core competencies are: *Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making*. Therefore, it is necessary to consider these social-emotional competencies when developing plans to support our students, families, and staff. As a District, we recognize that learning does not happen without socialization, social connection, and social interaction. However, in light of the COVID-19 pandemic, we further recognize that disconnection may have occurred as a result of the closure. Distance learning cannot occur without first addressing the social-emotional needs of our students, teachers, and families. Furthermore, we recognize that to attend to these social emotional learning needs, we must provide the necessary support and resources to all District stakeholders to build a community of collective understanding of how we can attend to students, as well as each other.



Actions incorporating Social-Emotional Learning in the School Reopening Plan

Actions to consider prior to reopening:

Action Item	Timeline
Survey Pupil Personnel Staff (Social Workers, Counselors, and Psychologists) regarding the anticipated needs of our staff, students and families to appropriately plan for reopening of school.	June 2020
<p>Provide Professional Development to support educators:</p> <ul style="list-style-type: none"> *Understanding, knowledge, and utilization of trauma-informed educational practices *Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges *Integration of SEL in their teaching, including skills to foster positive learning environments and strategies for embedding SEL into all modes of instruction (in-person, hybrid, and remote instruction) . 	<p>July 2020 and ongoing</p> <p>September 2020</p>
Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed support. In addition to in-school structures, schools may want to consider community partners who may be able to connect with students and families and supplement the services already provided by the school.	Ongoing
Identify students and staff that may have difficulty with transitioning back into the school setting, especially given the changed school environment when school reopens for either in-person instruction, hybrid, and/or remote instruction.	Ongoing



<p>Preparing resources related to mental health and trauma supports for staff and students, which may include partnerships with community based agencies and entities (e.g. EAP Program). Planning should include the methods of continually conveying information on how to access both school and community supports to students, families, and staff.</p>	<p>Ongoing</p>
<p>District Pupil Personnel Staff (Social Workers, Counselors, and Psychologists) will work together to create lessons and activities targeting the social emotional well-being of staff, students, and families. These plans will support continuity across all levels, however, may be individualized by grade level and school to address specific needs.</p>	<p>Ongoing</p>

Actions to consider once the school year begins:

<p>Action Item</p>	<p>Timeline</p>
<p>Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Consider instructional strategies that best work for your school's context (class community meetings, small group mentoring, brain breaks).</p>	<p>Ongoing</p>
<p>Engage in careful and mindful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.</p> <p>*Conversations should occur in a safe place where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussion regarding inequity.</p> <p>*Utilize talking points and general tips in how to respond to all students during difficult conversations.</p> <p>*Topics for consideration include but are not limited to:</p>	<p>Ongoing</p>



<ul style="list-style-type: none"> - Potential increases in bullying behavior - Grief, loss, trauma - Mental health and supportive behaviors - Bias, prejudice, and stigma - Preparedness, hope and resilience - Fear and anxiety <p><i>Staff should be trained as necessary and school should be prepared to support staff and students that may feel unnerved by these topics of conversation. Any training 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 information on developing coping and resilience skills for students, faculty, and staff.</i></p>	
<p>Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations at the beginning of the school year.</p>	<p>Ongoing</p>
<p>Establish an advisory council to review the District Comprehensive School Counseling Plan and update activities to incorporate additional social-emotional activities to support all learners, in light of COVID-19.</p>	<p>September, October 2020</p>
<p>Identify students in need of additional intervention (academic, social-emotional, and behavioral) through a multi-tiered system of support (MTSS) framework. Provide and progress monitor such interventions at regular intervals to ensure student progress.</p>	<p>Ongoing</p>

Welcoming Students Back/Reorientation with School

The following list should be considered by staff when planning and implementing activities for welcoming back students and reorienting them to school. This list is a sample of considerations:

- Secondary Traumas
- Increase in Abusive Tendencies in home environment
- Isolated/Lonely feelings and behaviors
- Change in Routine
- Relocation issues, loss of housing, potential McKinney Vento needs
- Unemployment/loss of job in household
- News, constant bad news, inundated with media
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology



Consideration to allow for *all students, parents, and families* to participate in:

- Orientations
- Class meetings
- Video and Virtual tours
- Video explanation of expectations and changes in procedures

Pupil Personnel Services Staff

Counselors, Social Workers, Psychologists should be prepared to provide students with mental health support and counseling services with telehealth options. Staff should be prepared to create plans with students and parents/guardians that return to school, monitoring various mental health needs related to COVID-19 (e.g. added financial stress, abusive home environments, isolation, depression, anxiety etc.). Schools and staff should be prepared for an increase in students who may need counseling support.

Pupil Personnel Staff may consider the following questions that can be used as a starting point for phone/video conferencing or planning meetings that engage stakeholders in sharing their perspectives.

- What has your experience been like since school has been closed?
- What is on your mind as you think about next school year?
- What are your biggest hopes, challenges, and worries?
- What has our school done well during the past months?
- What could we have done differently or better?
- How might we help you as we transition to a new school year?
- What will help you learn this upcoming year?
- What can we do to make school feel even more like a community that cares for you?

Each school will integrate SEL and academic support into their transition plans, to create and maintain a caring, safe, and supportive environment for all students.

Athletics

The District is in active communication with athletic officials at the state and local level regarding allowable athletic programming and will act in accordance with all guidance and directives.

On July 16, 2020, the New York State Public High Schools Athletic Association announced the delay of the fall season. The NYSPHSAA Officers' decision includes:

- Delay Fall sports start date until Monday, September 21st (NYSPHSAA PAUSE)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.
- Decisions on the local level (ECIC / Section VI) are currently being discussed and will be communicated via the Athletic webpage once they are finalized.



Before and After School Care

- Supervisors, assistants, and other school personnel will be required to wear facial coverings at all times.
- Students will be required to wear facial coverings upon entry to the program.
- During program check in, child temperature will be taken upon arrival prior to signing in. If anyone has a temperature over 100.0F they will not be allowed entry into the program for the day. In the event that a child gets sick during the program, they must be isolated to a separate space and their parent/guardian will be called to immediately to pick the child up.
- Parents must sign children in but cannot leave the parent/lobby area. Under no circumstances will parents be allowed in the program area. Once signed in, children will be sent to wash their hands at the designated sanitizing station prior to entering the program area/activities.
- Children will be grouped by cohort with a ratio not to exceed 1:10 (staff to child).
- Groups should conduct their activities/rotations in separate spaces and should never merge at any time.
- The same staff will be assigned to the same group of children throughout the week to minimize exposure.
- Staff should utilize disinfectant wipes and/or sprays (i.e., Virex) to clean surfaces and program supplies throughout the program.
- Activities will be conducted with social distancing in mind. Staff should redirect children from getting too close to one another. When possible, use masking tape to create adequate space between the children when in lines for the bathroom or during transitions.
- Snacks/meals—all children and staff will wash hands prior to eating and after eating. All tables will be disinfected before and after eating. Children will be seated at the tables with at least two open seats in between each child to minimize close proximity.
- At the end of the program, each participant and staff will be sent to wash their hands before leaving the program space.

Alternative High School Preparation Program

(East Senior)

Schedule

Instruction will be Monday through Thursday from 5:30 – 9:30 pm. Students will be divided into two separate cohorts. One group attending Monday and Wednesday, the second group attending Tuesday and Thursday. With remote learning access on opposite days. Any student with underlying medical conditions will be considered for a virtual opt out and given remote learning access.



Building Access

- Before entering, staff must answer questions pertaining to their physical health:
 1. Have I 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?
 2. Have I tested positive through a diagnostic test for COVID 19 in the past 14 days?
 3. Have I experienced any symptoms of COVID 19 including a temperature of greater than 100.0 F in the past 14 days?
 4. Have I 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?

Arrival & Dismissal

- Students will be required to wear facial coverings upon entry to the program.
- During program check in, student's temperature will be taken upon arrival prior to signing in. If anyone has a temperature over 100.0F they will not be allowed entry into the program for the evening. In the event that a student gets sick during the program, they must be isolated to a separate space and their parent/guardian will be called to immediately to pick the student up, unless the student transported themselves to school whereas they would be released. No student will have return access to the program without a doctor's note.
- All students will be dismissed in intervals at the end of the evening to keep within social distancing guidelines.

Classroom Configuration

- Student desks will be spaced out 6 feet apart
- Capacity 8 students max

Bathroom Facilities Protocols

- Students will have admittance to the restrooms 1 student at a time to allow for social distancing.
- There will be designated restrooms within proximity of the program

Hall Traffic

- Students will be given hallway access one student at a time to allow for social distancing.
- In the event that the class needs to move as a group, staff will monitor and keep all social distancing guidelines in effect.

Shared Spaces



- There will be no shared spaces (i.e. computer lab) as laptops and iPad will be available to all students to utilize at their desks. All technology will be wiped down according to district policy.

Technology

Devices

Students in grades K-12 are provided a Chromebook, which allows students to engage with our Learning Management system (Google Classroom), email teachers via their District provided email, and access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills.

The Technology Department placed an order of Chromebooks to provide a Chromebook for every student as well as Teachers and Teacher Aides during the 20-21 school year.

Deployment

1. Each device will be barcoded with Student/Teacher Name and Internal ID (non-sensitive)
2. Entire deployment will be managed by the IT Department working with building Principal
3. All Teachers/Students will be entered into inventory(helpdesk) and device assigned to person

Support

Technology Support for Families will continue in a variety of modalities. Some include:

- Orienting families to Google Classroom through a knowledge base page with directions and videos
- On-going tech support and troubleshooting for families through access to our District Technology Help Desk. Help Desk procedures will include:
 - All Staff/Students will initiate support requests through online ticketing at helpdesk.wscschools.org
 - Helpdesk tickets would be triaged through the IT Department with initial communication through email.
 - If email problem resolution is Unsuccessful/Unavailable, parent/teacher/student will be moved to a phone call resolution queue
 - If a device is deemed to have a hardware condition, a device “swap” will be scheduled

In addition, the District has created a page within the District website to provide resources to families and faculty. This page will continue to be updated and resources added to support teaching the learning in school, and at home. Such supports will include:

- Custom webpage: (<https://www.wscschools.org/go>)
- Access to web based help resources – For students and Parents –
 - a. Page will provide Video Library and Help files on the following topics
 - i. Chromebook Login help
 - ii. Chromebook hardware help
 - iii. Digital Citizenship
 - iv. Security



- v. Proper Virtual Classroom etiquette
- vi. Logging into a Meet Session
- vii. Google Classroom help

Technology Integration

We are committed to supporting teachers to effectively teach in the hybrid/remote learning environment. The District has held professional development learning opportunities including synchronous and asynchronous opportunities. In addition, we will:

- Orient new teachers through online New Teacher Orientation modules;
- Continue to support teachers in shifting to Google Classroom with:
 - Office Hours with Torrence Jones, Tech Integrator
 - Technology Coaching support;
 - Webinars and other learning opportunities hosted by the District, BOCES, and state/national organizations.
 - West Seneca Teacher Center Courses
 - In partnership with the Curriculum Cabinet Facilitators, and other stakeholders, research new and emerging apps to support student learning.

Technology Access

Students

The WSCSD recently surveyed families to get a preliminary outlook on technology availability in the home. This survey requested the following information.

- Building Attended
- Grade Level
- Device availability and specifications
- Access to the internet

In addition, WSCSD is currently working to customize our SMS parent portal to provide a more finite view of student connectivity. We have received quotes from vendors to provide students access in case of need. Once we have a finalized view of student connectivity, we will work with these vendors to provide access where there is verifiable need.

Teachers

Although teachers have not expressed connectivity concerns as of this date, should the District identify teachers with connectivity concerns, we will work with them on a case by case basis to provide access where possible.

The District is also working to add wireless access points to be deployed/repurposed to support external wireless network access for Staff and Students in select parking lots of each of our buildings. These access points will be encrypted and secured using District credentials.

Remote Access



The WSCSD has provided the following resources for remote learning for both Students and Staff over the past several months which will continue in the upcoming school year.

Staff

- Remote connectivity to teacher desktops through VMWare Horizon View
 - Allows teachers to access a familiar Windows desktop via a web browser, providing full access to their District resources
- Google GSuite for Education to allow teachers to provide real-time interaction with students centralized around the Google Classroom Learning Management System (LMS)
- The District utilizes Google Meet as the District supported Virtual Meeting platform
- Microsoft Exchange on Premise is employed for all students and teachers. Remote access is available through Outlook Web Access. Migration to gmail is planned for Sept. 2020

Students

- Students are provided ingress only to required resources that are not available in the cloud. This access is only for selected students and very limited.
- Students access remote resources through the guidance of their classroom teacher. These resources include, but are not limited to:
 - Google Classroom and G Suite
 - WSCSD GO! - <https://www.wscschools.org/go>
 - Clever
 - Pearson Easy Bridge
 - SORA

Data Privacy

District has prepared an Ed Law 2D Data protection and privacy policy which will be provided to the Board of Education for approval in the coming months.

We are working to streamline our list of supported digital resources, vetting each to guaranteed adherence to ED law 2D and Part 121 regulations. All vendors that maintain student, teacher or principal PII, are required to complete an ED Law 2D Contact, provide a privacy policy and a parent's bill of rights. Teachers will be required to use an approved list of resources, which meet ED Law 2d Part 121 Requirements.

School District Fiscal Preparedness

The District's adopted budget was prepared based on the following assumptions:

- Our 2020-21 revenue budget was based on state aid projections from the April, 1, 2020 adopted state budget. It includes the projected CARES Act Restoration funding of \$906,150 that replaces the state aid reduction in the state budget. We are prepared to properly allocate CARES Act funding to assist with providing equitable services to non-public schools as required.



- The District recognizes that the 2020-21 enacted State budget includes provisions to potentially reduce District state aid. The District will implement an appropriate response by adjusting our expenditure levels and/or utilizing its fund balance and reserves.
- The District also recognizes that the utilization of a significant portion of its fund balance in the current year will result in the need to affect spending levels in future years. Annual high level usage of fund balance is unsustainable.

Flexibility for Budgetary Transfers

The District's 2020-21 budget was prepared without complete knowledge of the particular equipment needs related to the pandemic. As such, certain cleaning, disinfecting and protective equipment costs were not included in the original equipment budget. As the movement of funds into equipment accounts has historically been prohibited, flexibility to transfer into these accounts during this unprecedented time would be most helpful.

The District plans to maximize our use of state-aided hardware to ensure that all necessary equipment will be purchased.

Tax Collection

Our District will work with our four component towns to review their tax collection process and anticipate any issues or problems they may face based on the ability of residents to pay taxes in person and without penalty.

Other Considerations

The District is planning to the best of its ability to meet all existing state aid reporting requirements and deadlines. We also recognize that although we will incur substantial additional costs for PPE, transportation, food service and other mitigation needs, we do not plan on additional state or federal support to meet those needs.

Charter Schools

The District intends to continue to process charter school per pupil invoices as required by Education Law.



Appendix

Appendix A	Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure
Appendix B	COVID-19 Information Sheet
Appendix C	Prevention Informational Document
Appendix D	Safe Utilization of a Face Covering
Appendix E	Hand Washing Poster for Elementary Schools
Appendix F	Hand Washing Poster for Secondary Schools
Appendix G	Keep Calm Poster
Appendix H	Superhero Hand Washing Poster
Appendix I	Stop the Spread of Germs Poster for the Community
Appendix J	Slow the Spread of COVID-19 Poster
Appendix K	Cover Your Cough Poster
Appendix L	COVID-19 Symptoms Flowchart
Appendix M	Health Questionnaire Screening Form
Appendix N	Face Covering Informational Document
Appendix O	Hybrid Learning Plan

