



Reopening Plan

for 2020-21

Table of Contents

Table of Contents	1
Introduction	4
Reopening Plan Categories	4
Stakeholders	6
Communication and Family Engagement	7
General Information	7
Timeline	7
Parent and Student Notification	8
Faculty and Staff Notification	8
Health and Safety	9
Training and Signage	9
Capacity	9
Symptoms	9
Health Monitoring and Screening	10
Responding to Positive Screenings	10
Responding to Confirmed Cases	11
Plan for Returning to School	11
Social Distancing	11
Visitors	12
High Risk Accommodations	12
Face Coverings and Mask Breaks	12
Proper Handwashing and Respiratory Hygiene	12
PPE Supply	14
Cleaning and Disinfecting	15
Cleaning & Disinfection Following a Suspected or Confirmed Case	15
Before and After Care Programs	15
Facilities - Building Operations	16
Before Opening	16
Fire Code Compliance	16
Doorways	16
Emergency Drills	16
Inspections	17
Lead Testing	17
Changes to Space Utilizations	17
Space Expansion	17
Plumbing Facilities and Fixtures	17
Ventilation	17

Facilities - Building Procedures	18
Student Flow, Entry, Exit, and Common Areas	18
Arrival and Dismissal	18
Classroom Configuration	18
Bathroom Facilities Protocols (In Classroom and Shared)	19
Hall Traffic	19
Shared Spaces (Auditorium and Specials - PE, Library, Art, Music)	19
Dining Hall	19
Outside Space and Playground	19
Nutrition	20
Access Plan	20
School-Based	20
Home-Based	20
Health and Safety Guidelines	21
Food Allergies	21
Cleaning and Disinfecting	21
Child Nutrition Program Requirements	21
Communication	21
Transportation	21
Walkers	21
Parent Pickup	21
Busing	22
Social and Emotional Well-Being	22
Comprehensive Counseling Program	22
Students	22
Staff	22
Counseling Team	23
Plan for Resources and Referrals for Mental Health, Behavioral, & Emotional Support	23
Professional Development	23
School Schedules	23
Rationale	23
Hybrid - School-Based and Home-Based	24
High Needs Students	25
Daily Teacher/Student Engagement	25
Chronic Absenteeism	25
Technology and Connectivity	26
Access	26
Devices	26
Multiple Means of Engagement	26

Teaching and Learning	26
Curriculum and Instruction	26
Academic Gaps and Intervention	27
Expectations for K-8 Hybrid/Remote Learning	27
Communication Protocols for Students and Families	27
Learning Platforms	27
Special Areas	28
Assessment	28
Grading	28
Response to Intervention	29
Special Education	29
Free and Appropriate Public Education	29
Documentation and Communication	29
Parent/Family Engagement	30
Collaboration	30
Accommodations, Modifications, and Supplementary Aids	30
Bilingual Education and World Languages	30
English Language Learners	30
Communication with Families	31
Continuity of ELL Services	31
Staffing and Human Resources	31
Teacher and Principal Evaluation System	31
Certification, Incidental Teaching, and Substitute Teaching	31
Athletics and Extracurricular Activities	31
Reopening Plan Appendix	32

Introduction

The Westminster Community Charter School Reopening Plan was designed to provide necessary policies, practices and conditions necessary to meet the Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) and New York State Education Department (NYSED) and guidelines 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. Responsibilities include continuous compliance with all aspects of Westminster's reopening plans, reopening activities in preparation to the 'new normal' levels and the main contact upon identification of positive COVID-19 cases in the school and communication to the school community. 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; whereas employees should direct their concerns to their immediate supervisor. The principal is responsible for reporting positive cases as well as 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 scheduling models - providing remote or hybrid learning models - and to provide 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 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 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 insure that ELL students will be provided 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 2020-21.

Stakeholders

Key Stakeholder	Names (where applicable)	Date(s) Communicated
Parents	Zoom meetings with multiple attendees.	June 19, July 23, July 27
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

Communication and Family Engagement

General Information

Westminster's Reopening Plan has been developed to prepare for the 2020-21 school year emphasizing health, safety, equity, and rigor. The plan is meant to be flexible as we prepare to respond to frequent changes in local and state policies as the COVID-19 pandemic evolves. As our plans change, Westminster has and will continue to engage stakeholders in multiple ways. These include:

- 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 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 14 to 18, 2020 – Revision to any plan and communication with families and staff.

Parent and Student Notification

Westminster will provide guidance and protocols to families and students including, but not limited to, the following information about COVID-19. This information will be made available online and students in School-Based Cohorts will review it routinely with their teachers in school. It will be made available in families' home languages.

- 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

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.

- 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

In order to maintain the required 6 feet of social distance between persons in the building, students will receive instruction in compliance with the CDC guidelines.. WCCS will comply with all CDC guidelines in order to ensure that the 6 feet of social distancing is maintained throughout the building.

Symptoms

The Centers for Disease Control and Prevention (CDC) keep 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; please continue to check the CDC “Symptoms of Coronavirus.” These are the symptoms listed on their website as of 7/13/2020:

- 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 day, staff will be assigned to take student temperatures at drop off every morning. 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, a questionnaire will be asked of students/families occasionally. Westminster will prevent any individuals who fail the screening criteria from being admitted to the school until they meet any of the criteria for re-entry to the campus. Staff will take a screening survey daily that asks about symptoms they may be experiencing as well as recent travel or exposure to the virus. Staff who fail the screening will be prevented from entering the school until they meet the criteria for re-entry. A few students receive busing to Westminster from various school districts. At the beginning of the school year, each company or district will supply Westminster with their protocols for sanitation and screening. Westminster will assign a staff member to meet the bus at the drop off every morning and run a temperature check. If the child has a fever 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 themselves have COVID-19 symptoms or are lab-confirmed with COVID-19, and, 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.

Responding to Positive Screenings

Before School

Any individual who screens positive for COVID-19 exposure or symptoms when screened upon arrival to school must 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 in the following sections of this document.

During School

Students who develop COVID-19 symptoms during school will be immediately separated from other students. Westminster has a designated area for students showing COVID-19 symptoms, where they 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 will be disinfected after the child leaves.

Health officials, staff, and families will be notified of any possible 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. Schools must cooperate with state and local health department contact tracing. Schools 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 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.

Westminster will follow protocols set forth by the CDC and DOH for closure, cleaning, and sanitizing of areas that have been occupied by the individual. Faculty and staff are required to stay home if they are sick. Parents/guardians are required to observe for signs of illness in their children. Students who exhibit signs of illness (COVID-19 or other) are required to stay home in accordance with guidance from NYSDOH and CDC. Employees shall self-monitor for signs and symptoms of COVID-19 daily.

Plan for Returning to School

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

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and 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

Social distancing is an effective way to prevent potential infection. Westminster employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others. To support social distancing:

- 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. 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 the following guidelines: visitors will be screened and temperature taken. The visitor will 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 name tag to wear to the designated area they are visiting.

High Risk Accommodations

All families will have the opportunity to make the decision to participate in hybrid learning or 100 percent remote learning (in the event that the school is using a Hybrid Model). Families with high risk relatives can choose 100 percent remote. In other cases, families can identify in writing the need and request and the administration will respond to the request within 24 hours.

Face Coverings and Mask Breaks

Students will be provided 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 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 will need to wear them when they enter the building and as they transition through the halls. The governor requires that children above the age of two wear masks.

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. Students will practice social distancing (6 feet) during these times. After all mask breaks, staff and students will wash their hands or use hand sanitizer.

Proper Handwashing and Respiratory Hygiene

School staff will reinforce proper hand and respiratory hygiene with students consistently. 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 created protocols for proper hand and respiratory hygiene:

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 district has established practices to reduce the spread of any 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.

When to Wash Hands, 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 prevention 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, always maintain social distancing measures.
2. Cloth masks will be provided to Staff. Students will be provided a disposable mask, if they forget to wear a mask to school.
3. WCCS will post signs across the building reminding individuals to:
 - Reminder to use 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 15-20 secs or an alcohol-based hand sanitizer

Triaging individuals exhibiting respiratory distress

- If on school premises, then a staff member would call the nurse's office and notify them of the symptoms and accompany the student to the nurse's office, while maintaining social distancing.
- If the nurse determines the child needs to go home, then follow the process to contact the parent/guardian.
- In the Isolation Room, provide tissues and no-touch receptacles for their disposal. Clean and Sanitize the area upon the student's departure.
- If symptoms occur when you are at home, then contact your medical provider.

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 bi-weekly or on an as-needed basis. All classrooms will have a supply of 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. The main office will have a supply available and each classroom will be given four masks for emergency situations. Staff members will be supplied with 2 masks for their own use at the start of the school year. A reminder call will be made to families to remind them of the need for masks at all times.

Cleaning and Disinfecting

A thorough cleaning of the school building will take place 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 by the engineer.

Cleaning and disinfection frequency throughout the building will be identified and the building engineer will be assigned responsibility. Custodial staff will maintain a daily cleaning/sanitization log that includes date, time and keep it 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, 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.

The procedure will include:

- Closing off affected areas used by the individual
- 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 used an area, 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.

Facilities - Building Operations

Before Opening

Prior to reopening, school administrators and building engineers will fully 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 bi-weekly or on an as-needed basis. All classrooms will have a supply of at least 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 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 parent/guardian resources to reinforce 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. The door is automatically released by the fire alarm system.

Emergency Drills

Education law requires that students conduct 8 evacuation and 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 distance 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 modify lockdown drills to be done 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

Statute has not been changed to provide an extension to the submission for the Building Condition Survey or Visual Inspections. These deadlines must be met. Westminster will have all inspections up to date.

Lead Testing

The statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4 Lead-In- Water. DOH requires lead-in-water testing to be conducted when the building is “normally occupied” Sampling should not be conducted when the building is vacant or has been vacant for the extended period due to Covid-19 closure. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening. Westminster will follow all guidelines in accordance with NYS DOE and Buffalo School Department of Facilities.

Changes to Space Utilizations

At this time Westminster Community Charter School is making no changes/alterations to physical spaces.

Space Expansion

Westminster is not expanding any space or square footage.

Plumbing Facilities and Fixtures

Westminster Community Charter School is not planning to change the number of toilet and sink Fixtures in the building at this time. We 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. In any sink that needs repair, an order has been placed.

Drinking Water Facilities

Students will continue to have access to adequate drinking water. Westminster will use fountains with bottle fillers exclusively. Traditional water fountains will be turned off.

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 window-based fans when possible. 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

- 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 (CDC offers printable resources and handwashing posters).
- 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 beginning at 7:55. We ask that parents avoid early drop offs in the mornings. If a family needs early morning arrival beginning at 7:30, please 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. We ask that parents make appointments and if necessary, return at a time when students and staff are inside the classrooms. Staff and students will use masks upon entry.

Families who have appointments during the school day will call the main office. Parents will drive into the traffic loop on Westminster Avenue, call the main office from the loop at 716-816-3450, the school will call the child down, and the staff member will walk the child to the door. When returning from an appointment, the child will enter through the main door and a staff member will take the child's temperature. Parents are asked to wait until the student clears the temperature screening and supply any doctor's notes if applicable.

Classroom Configuration

Where feasible without disrupting the educational experience, Westminster will encourage students to practice social distancing.

1. In classroom spaces that allow it, we will be placing student desks a minimum of six feet apart when possible.

2. Desk placement will be marked on the floor by painter's or duct tape.
3. Extra furniture will be labeled with teacher name and room number and be removed by the building engineer at this time.

Bathroom Facilities Protocols (In Classroom and Shared)

Westminster will have designated bathroom times for the elementary grades. The staff assigned will have the students wait on line in 6 feet socially distanced labeled spacing. 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 common areas.

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

The gymnasium will follow the 12 feet social distance rule. All material will be cleaned between classes. Students will use proper hand hygiene practices.

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 guidelines. All health and safety guidelines will be followed.

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
- Arrival of Students -Clean and disinfect areas used by groups before the start of the school day
- During the School Day - Clean and disinfect high touch areas such as door handles, stair railings, elevator buttons, etc. after arrival and mid-day. All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable
- 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 door during the scheduled pickup window, and students/families will maintain 6-foot social distance in pickup lines.

Health and Safety Guidelines

Mandatory temperature and health checks will be made before employees begin their shift. Employees will not be able to work if showing temperature or other COVID-19 Symptoms. Staff will be required to use a mask and gloves. Staff 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 either need to be trained in what they need to take to have a “reimbursable meal” and individual items will need to 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. Menus that include breakfast and lunch will be sent home monthly so students will know what is being served that day and therefore are able to plan accordingly to food preferences.

Transportation

Walkers

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

Parent Pickup

At dismissal, students will be dismissed using schoolpass as previously done in the past. If you are running late please call the main office at 816-3450. Students will be brought to the auditorium and seated 6 feet apart. When you 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 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 resources related to self care.
- 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. The Instructional Leadership Team (ILT) wanted to ensure that the needs of our youngest students were 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 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 need students in grades 2-8 that have extreme 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 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, work submission will equal attendance for that class. 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 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 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.

Devices

Westminster will provide 1:1 devices for students in grades K-8. Students in kindergarten will have access to a Chromebook or a tablet. Students in grades 1-8 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. 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. These expectations will be consistent across the grade level 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 no later than August 17th.

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 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. Although it is likely that not all students will be assessed on these days due to time constraints and student availability, primary students are a 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 in August 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 WCCS has purchased subscriptions to.

Special Areas

Given that consistent inclusion of special area classes in all grade levels is needed to support the whole child, WCCS will continue to provide physical education, art and music on a weekly basis. 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 on Wednesdays. 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	August 26-September 4
Fall	October 19-23
Winter	January 11-15
Spring*	April 12-16
End of Year	June 7-11

**The spring STAR screening window is the week before the ELA state test and 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

Westminster Community Charter School will continue to provide a Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services whether services are provided in-person, remotely, and/or through a hybrid 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 including in-person and remote learning. Westminster will also work with our Local Educational Agency (LEA) and CSE in regards to initial evaluations, re-evaluations, eligibility determinations, and annual review meetings.

Special education students within each grade will be placed in the same cohort (to the extent possible). 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 the annual goals and to evaluate the effectiveness of the student's special education services. Reports of progress to parents/guardians may be made via telephone or other electronic means if regular progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

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 monitoring of the student's 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 representing the variety of settings where students are served to best meet their needs. Since students with disabilities must have equal access to high-quality programs that are designed and based on their individual needs and abilities, 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 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 review their instructional practices to plan for the necessary accommodations and modifications that are included in a student's IEP. Westminster will also ensure, to the best of our ability, that students with disabilities have access to any supplementary aids and services stated in the IEP that help them meet their unique instructional and social emotional needs. This same consideration is given to ensure students have access to any assistive technology that is identified in the IEP. Westminster will also provide parents/guardians with a list of individuals, including their contact information, available to respond to questions and concerns regarding the IEP, accommodations, assistive technology devices and/or services for their child.

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 be completed as usual, 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: 30 days for new enrollees in COVID-19 closures of 2019-20, summer 2020, and first 20 days of the 2020-21 school year; or 10 days for students after the initial 20-day flexibility period.

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. They will use Language Line and Talking Points to translate and communicate in families' preferred languages as needed.

Continuity of ELL Services

Students will receive all Units of Study required by their most recently measured English language proficiency. 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.

Staffing and Human Resources

Teacher and Principal Evaluation System

The measures that are used as part of the implemented teacher and principal evaluation 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 given 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 3001, Westminster employees will hold valid certificates. 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 team and track. At this time, Westminster is placing all afterschool clubs and activities on hold, pending decisions from New York State and the Buffalo District regarding sports. 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>