



WesthillCSD

Walberta Park Elementary School

2020-2021 SCHOOL REOPENING PLANS

“Recovering, Rebuilding, Renewing”

Westhill 2020-2021 School Re-Opening Plans

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District Information

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July 30, 2020

Dear Westhill Families,

The plans to reopen school for the 2020-2021 school year have been submitted to the New York State Education Department and Health Department as required through Governor Cuomo's executive order. Everyone wants to see schools reopen; the challenge is doing so safely. Student and staff health and safety are the top priority.

In conjunction with guidance documents from both the State Department of Health and the NYS Education Department, the survey information you provided was extremely helpful in mapping out the three required plans. Physical distancing is required under all both in-person scenarios, as is the wearing of masks. We will need everyone's cooperation and commitment to keeping each other safe. Links to helpful tutorials are available on our website homepage.

Regardless of the plan, the number of students on campus, or the efforts to reopen the doors, school in 2020-2021 will be unlike any year prior, and could change overnight as a result of local, state, or national health conditions.

The three required plans submitted are:

Full time, in-person instruction

This plan would require us to use nearly every available space in our buildings (i.e. not only classrooms, but gyms, cafeterias, libraries, music rooms, etc). With the six-foot requirement and staffing levels required for that level of separation, this model is not feasible.

Hybrid instruction

Hybrid instruction divides students K-12 into two cohorts. Cohort #1 would attend on Monday and Tuesday, and Cohort #2 on Thursday and Friday. Both cohorts learn in a virtual modality on the days they are not on campus. Wednesdays would be intended for special area instruction, small group, or one to one instruction all virtually, while school cleaning staff conduct a deep clean of classrooms between the two cohorts in-person instruction.

Virtual/distance learning instruction

Students would be in a full time virtual/distance-learning model under this plan. This might be appropriate for students with medical reasons or in the event at any point during the school year, the Governor shuts down school buildings again.

What's next?

The Governor will announce no later than August 7th, his executive order regarding the decision to reopen schools in NYS. Once this occurs, building administrators along with teams of staff will be putting the final details together in response to the order. We anticipate that it will impact the final plans.

The surveys you completed indicate that 15-20 percent of parents may keep their children home for remote learning or home schooling regardless of the plan implemented or executive order. Additionally, a large percentage offered to transport their children to and from school to assist us in providing more social distancing space on our bus routes. A survey will be sent home as soon as possible after the Governor's order, asking that you commit to your intent to send your children to school, what your transportation needs will be, and for those eligible, school lunch requirements.

A link to the district's plans are available on the homepage of the website along with a number of helpful videos and tutorials. We know there will be numerous questions moving forward and will provide opportunities for building and district specific Q and A sessions in the coming weeks.

Thank you all for your continued support and assistance, as together we navigate these new waters.

Sincerely,



Casey Barduhn
Superintendent of Schools

Reopening Plan

Our Reopening Plan includes the elements outlined in the [guidance released by NYS Department of Health \(DOH\) on July 13, 2020](#).

- Westhill CSD Reopening Plan is posted on our website westhillschools.org in a location that is easily located by students, parents, teachers, administrators, and other community stakeholders.
- Westhill CSD includes all assurances completed by Superintendent Barduhn, and all of the elements outlined in the New York State Department of Education guidance document

► Communication, Family/Community Engagement

1. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

The involvement of essential stakeholder groups is critical when planning for the reopening of schools. Each school will list their specific teams of stakeholders below. The Westhill CSD district administrators are all involved and engaged throughout the planning process.

District Level Team Members:

Casey Barduhn	Marietta Lachenauer	Jennie Smarrelli	Rich Gunther
Steve Smith	Lee Roscoe	Brett King	Beth Nagraj
Darcy Woodcock	Dan Dolan	Beth Kramer	Jeri Burke
Katie Harmon	Mark Bednarski	Ed Wittkowski	Mary Mitchell
Moira Kelly	Kate Kee		

Walberta Park Elementary School Team Members: 1st grade teachers: Angie McShane, Mary Klee; Kindergarten teachers: Teresa DeMatties, Mary Pat Hoag, Stephanie Merritt; School Psychologist: Dr. Kim Arroyo; School Social Worker: Beth Piorkowski; School Nurse: Anne Navaroli; collaboration with Cherry Road School.

Health Committee Members

Marietta Lachenauer	Megan Allen	Tracy Collett	Claire Conroy
Beth Nagraj	Anne Navaroli	Jennie Smarrelli	Dr. Mark Pisik

Office Protocols Members

Marietta Lachenauer	Sue Demski	Sheri Goldthwaite	Laurie Lowe
Bonnie White	Annette Iamondo	LouAnne Kiggins	

Special Education Committee Members

Marietta Lachenauer	Dr. Kimberly Arroyo	Alexandra Cooper	Nora DuBois
Kathlene Hunter			

2. The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

Public Communications

To ensure regular and informational communications with the public, Westhill CSD may implement and of the following methods of communication:

<i>Communication Method</i>	<i>Responsible Party</i>
Local TV, radio, and newspapers	Superintendent of Schools
District website - dedicated page for reopening	Superintendent of Schools
Social media platforms	Building Leadership
Prominent signage in buildings to promote health & safety guidelines that follow NYSDOH and CDC guidance: <ul style="list-style-type: none"> • Printed signs • Digital signage • Vinyl decals on floors, as needed 	Superintendent of Schools District Administration Building Administrators
Town Hall Events, Meetings, Webinars	Superintendent of Schools

Parents/Guardians and Students

All public communications methods outlined above may be utilized by Westhill CSD in addition to:

<i>Communication Method</i>	<i>Responsible Party</i>
SchoolMessenger	Superintendent of Schools District Administration Building Administrators
Emails to parents/guardians	Superintendent of Schools District Administration Building Administrators
Letters sent home	Superintendent of Schools District Administration Building Administrators

All District Staff

All communications methods outlined above may be utilized by **Westhill CSD** in addition to:

<i>Communication Method</i>	<i>Responsible Party</i>	<i>Frequency</i>
All-Staff Email List	Superintendent of Schools	Weekly
Newsletters	Superintendent of Schools	Quarterly
SchoolMessenger	Superintendent of Schools District Administration	As needed

Direct supervisor communications	Superintendent of Schools District Administration	As needed
Letters home	Superintendent of Schools District Administration	As needed
Staff meetings	District Administration	Monthly

3. The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

Staff members will be trained prior to students returning in all areas of safety protocol through opening day staff meetings with videos, fact sheets, and other resources. All students returning to in-person learning will be trained in all areas of safety protocol during the first week of school. Refresher trainings will be offered regularly to ensure compliance.

The training resources below will be on the district website, in school buildings, and when appropriate, sent home with students, staff, and families.

Training is provided in the following ways:

- CDC Video: What You Need to Know about Handwashing
- CDC Video: How to Wear a Cloth Face Covering
- CDC Video: Social Distancing
- CDC Video: Symptoms of Coronavirus Disease
- CDC Fact Sheet: Stay Healthy Wash Your Hands
- CDC Fact Sheet: How to Protect Yourself and Others
- CDC Fact Sheet: Stop the Spread of Germs
- CDC Fact Sheet: How to Safely Wear and Take Off a Cloth Face Covering
- CDC Posters: Stop the Spread of Germs; Cover Coughs and Sneezes; Face Covering; Handwashing; Germs Are All Around You; Symptoms of Coronavirus; Help Protect Yourself and Others from COVID-19; Slow the Spread of COVID-19;

4. The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.

[CDC: K-12 Schools and Child Care Programs FAQs](#)

[DOH: Interim Guidance for In-Person Instruction at PreK to 12 Schools](#)

All district building entrances will have signage about face masks and social distancing. This information will be available on the district website and through the communication plan outlined above.

Visitors will not be admitted to school buildings except in unique or emergency situations. In unique or emergency situations, visitors will go through a health screening and be required to wear a mask.

5. Additionally, Westhill CSD provides copies of this document in the language(s) spoken at home among families and throughout the school community (English, Mandarin, Spanish, Arabic). Written plans are also accessible to those with visual and/or hearing impairments.

Families identified as having a home language other than English will be provided with a copy of the reopening plan in their home language. Copies can be requested by contacting the Assistant Superintendent for Curriculum and Instruction at 315-426-3272.

6. Additional Considerations for Effective Communications and Family Engagement

Depending on the primary audience, the district uses multiple avenues to communicate with families; these include: website, email, social media, text messaging, print copy mailings, voice and/or video messaging. The district utilizes ENL staff to facilitate communication where English is not the language primarily spoken in the home.

Westhill CSD provides regular updates about safety, scheduling, and all other information families should be aware of on the website. Families also provided feedback on the Westhill Reopening Survey sent out on July 17, 2020.

In the event that information is needed or has feedback/information to share, please call the district office at 315-426-3272.

For the latest information about COVID-19 can be found on the district's website, www.WesthillSchools.org.

► Health & Safety

The Westhill CSD is committed to providing a high quality education in a safe and secure learning environment to all students. In addition, the district is required to comply with all guidelines provided by the New York State Education Department and the New York State Department of Health.

School Health Director/Physician

Dr. Mark Pisik
Westhill Central School District
400 Walberta Road
Syracuse, NY 13219

School Nurse Coordinator

Mrs. Elizabeth Nagraj
Cherry Road School
201 Cherry Road
Syracuse, NY 13219

COVID-19

New York State Department of Health
Corning Tower, Empire State Plaza

Onondaga County Department of Health
421 Montgomery Street, Rm. 80

1. Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person.

	In Person Instruction	Hybrid Instruction	Full Remote Instruction
Students	280	140	0
Staff	60	60	10

2. Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.

Timeline of stakeholder involvement in and/or feedback opportunities in reopening plan

- June 2020 - pre-planning phase with staff via emails and/or socially distanced meetings
- District Survey sent out on July 17 to all Westhill Families
- July - Several remote meetings with various staff to craft school reopening plan in the event of in-person, hybrid, or remote learning.
- July 29 - BOE Special Meeting

3. Each school and/or district reopening plan must include a **communications plan** for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

Depending on the primary audience, the district uses multiple avenues to communicate; these include: website, email, social media, text messaging, print copy mailings, voice and/or video messaging. The district utilizes ESL staff to facilitate communication where English is not the primary language spoken in the home.

4. Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to **observe for signs of illness** in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

The Director of School Health Services, in cooperation with school health professionals will instruct staff members to observe for signs of illness in students and staff, and the protocol will require symptomatic persons to be sent to the school nurse for evaluation. The school district will refer to the CDC guidance on symptoms of COVID-19 for the most updated symptoms.

Daily Health & Temperature Screenings

5. Westhill CSD has a protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

As recommended by the [guidance released by NYS Department of Health \(DOH\) on July 13, 2020](#), students and staff will complete the daily health check at home before arriving at school. The screening should identify individuals who should not go to school and should be referred to their health care provider for further evaluation and COVID-19 testing. If the health screening cannot be completed at home, it will be performed on site at the school. This screening will consist of a temperature check and completion of the Westhill CSD questionnaire. The daily health check determines whether the individual has been in contact with someone who tested positive for COVID-19, tested positive for COVID-19, has symptoms of COVID-19, has a temperature of greater than 100.0 F, or has travelled to a location on the New York State Travel Advisory list in the past 14 days.

6. Westhill CSD requires that ill students and staff be assessed by the school nurse and all ill students and staff will be sent home for follow up with a healthcare provider.

The school district requires all ill students and staff members to be assessed by the school nurse and if the school nurse is not available, the ill student or staff member will be sent home with written instructions to follow up with their healthcare provider.

7. Westhill CSD requires all students or staff with a temperature, signs of illness, and/or a positive response to the Westhill CSD questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

Students or staff with a temperature over 100 degrees, signs of illness, and/or a positive response to the questionnaire will be sent directly to a dedicated isolation area. Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in an area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet. Face coverings will be required in the isolation areas.

8. Westhill CSD requires all visitors, guests, contractors, and vendors entering the school to follow all Westhill CSD health screening guidelines.

Visitors will be discouraged from entering buildings during school hours. All visitors, guests, contractors, and vendors entering any school building will complete the same daily health check as students and staff. This screening will consist of a temperature check and completion of the Westhill CSD questionnaire. The daily health check determines whether the individual has been in contact with someone who tested positive for COVID-19, tested positive for COVID-19, has symptoms of COVID-19, has a temperature of greater than 100.0 F, or has travelled to a location on the New York State Travel Advisory list in the past 14 days.

9. Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

Westhill CSD provides instructions for parents/guardians to observe for signs of illness in their child that require staying home from school. Parents will be required to attest on a daily basis that their child is free from symptoms before sending them to school.

10. Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

The district will actively promote a comprehensive handwashing and infection prevention campaign. Westhill CSD provides signage to instruct staff and students in correct hand and respiratory hygiene.

Hand Hygiene Plan

Westhill CSD built in staggered hand washing times for students and staff. We have also increased hand hygiene to include:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
- Use of alcohol-based hand sanitizers (60% alcohol or greater)
- We provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able;
- We have signage near hand sanitizer indicating visibly soiled hands should be washed with soap and water; and
- Any staff or students unable to use hand sanitizer are permitted to wash their hands with soap and water.

Westhill CSD provides the following:

- Facilities and supplies for hand washing including soap and water;
- Paper towels and touch free paper towel dispensers where feasible, air dryers have been removed and disabled from all buildings;
- No-touch trash cans;
- Alcohol-based hand sanitizers with at least 60% alcohol or disinfectant hand wipes;
- Time in the schedule to allow for frequent hand washing; and
- Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

All students and staff should wash hands, as follows:

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

Respiratory Hygiene Plan

- All students and staff should cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. Westhill CSD provides tissues in each classroom and common areas.
- No touch/floor pedal trash receptacles are available in each room and common area.
- If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands.
- Students and staff should always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

11. Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

Westhill CSD defines social distancing as keeping a six foot space between yourself and others.

Westhill CSD has ensured that student groupings are as static as possible by having the same group/cohort of students stay together when possible. The steps our district is taking are listed below:

- The size of groups/cohorts of students are determined by the number of students who can be in each classroom while maintaining 6 feet social distancing.
- We will implement a staggered arrival plan for parent drop-offs and bus loops.
- We will implement a staggered dismissal plan for parent pick-ups and bus loops.
- Reduce in-school movement where possible.
- The district may use alternative spaces, i.e. gyms, to ensure social distancing.
- Signs will be posted at restrooms limiting occupancy.
- Westhill CSD has turned desks to face the same direction in all rooms, including staff members.
- Westhill CSD will increase circulation and the turnover rate of outside air in each classroom..
- Westhill CSD will keep individual student belongings separated and limit use of shared supplies to one group of students. Commonly touched areas in classrooms will be cleaned between cohorts;
- Westhill CSD will utilize to every extent possible digital options without sharing devices.

Restricted Areas

Westhill CSD restricts the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced. We are limiting gathering in small spaces (e.g., elevators, faculty offices) by more than one individual at a time, unless all individuals in such space are wearing acceptable face coverings;

Westhill CSD will utilize playgrounds with proper safeguards in place. In elementary school settings, we are staggering playground use rather than allowing multiple classes to play together. We will have students wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible.

We have ensured that a distance of twelve feet in all directions is maintained between

individuals while participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.

12. Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

Westhill CSD provides accommodations to students in the school community that are medically vulnerable or high-risk groups.

- For families with special needs or students who are medically fragile and may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best meet the child's needs at school while protecting their health and safety. Please contact your buildings' principal so we can coordinate accommodations for your child.
 - The building principal will coordinate with:
 - school health services personnel
 - special education personnel
 - pupil personnel services and
 - administration
- If you are choosing to not send your child to school, we will work with you to provide alternative instruction. This may require a commitment by the parent or guardian to facilitate instruction.

13. Each school and/or district reopening plan has a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

Westhill CSD follows [OSHA COVID-19 guidance for its employees](#), along with the [guidance put forth by the CDC](#), in partnership with our local health department, to communicate the protocol for wearing cloth face coverings. Face coverings shall not allow droplets to be released.

Westhill CSD is ensuring we have adequate supplies of PPE by working through cooperative purchases through our BOCES and collaborating with our local health department.

Westhill CSD requires all individuals in school facilities and on school grounds to put on a face covering. All students and staff members must wear cloth face coverings.

Westhill CSD provides acceptable face covering to employees (and students if they forget their own) and we have an adequate supply in case of need for replacement per Executive Order 202.16.

Westhill CSD does allow employees to wear their own acceptable face covering. Mesh, or face coverings with openings are not permitted. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering will be reviewed on a case by case basis.

Routine cleaning of cloth face coverings will be the responsibility of the individual student, or staff member.

Face coverings may be challenging for students (especially younger students) to wear in all-day

settings such as school. Mask breaks will be scheduled throughout the day and communicated to all appropriate stakeholders.

Face coverings should not be placed on:

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

Westhill CSD provides instructions on the district website, through School Messenger, and in print resources at each school to all students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Please note: Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member. The district will provide approved, alternative PPE/barriers in these instances.

14. Each school and/or district reopening plan has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks,

Westhill CSD is ensuring we have adequate supplies of PPE by working through cooperative purchases through our BOCES and collaborating with our local health department.

15. Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

Westhill CSD requires students and staff with symptoms of illness must be sent to the health office. The school nurse is available to assess individuals.

If a school nurse is not available, Westhill CSD will have to isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.

Westhill CSD follows Education Law § 906, which provides whenever a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law⁷.

Effective February 1, 2020, the 2019-Novel Coronavirus was added to the Public Health Law as a significant threat to the public health, and the NYS Commissioner of Health designated 2019-Novel Coronavirus as a communicable disease under 10 NYCRR Section 2.1 direction or

referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

Westhill CSD requires school staff immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports are made in compliance with FERPA, and Education Law 2-d.

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

Westhill CSD will take the following steps:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Westhill CSD refers to the DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.
- If a separate room is not available, Westhill CSD will ensure that person keeps at least a 6-foot distance between ill students. If they cannot be isolated in a separate room from others, we will provide a facemask (e.g., cloth or surgical mask) to the student if the ill person can tolerate wearing it and does not have difficulty breathing,

To prevent the possible transmission of the virus to others while waiting for transportation home.

The following steps will be taken:

- Students should be escorted from isolation area to the parent/guardian;
- The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;
- Symptomatic students or staff members will follow CDC's Stay Home When You Are Sick guidance unless otherwise directed by a healthcare provider or the local department of health.
- If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, Westhill CSD will call 911 and notify the operator that the person may have COVID-19;
- Westhill CSD staff is aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19 which is a serious condition associated with COVID-19 in children and youth. Employees should notify the

parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:

- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Staff must call for emergency transport (911) following district policy 7520 Accidents and Medical Emergencies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs:

- trouble breathing
- pain or pressure in the chest that does not go away
- new confusion
- inability to wake or stay awake
- bluish lips or face
- severe abdominal pain

If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local health department to determine what steps are needed for the school community.

Return to School after Illness

Westhill CSD follows 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

COVID-19 Testing

Westhill CSD complies with CDC guidance and we do not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health.

If you need a COVID-19 test please contact your healthcare provider.

Contact Tracing

Westhill CSD cooperates with state and local health department contact tracing. We 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.
- Maintaining confidentiality as required by federal and state laws and regulations.

School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

16. Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

Westhill CSD collaborates with our local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

Westhill CSD administrators will consider closing school if absentee rates impact the ability of the school to operate safely. Westhill CSD may choose to modify operations prior to closing to help mitigate a rise in cases. Westhill CSD will consult our medical director and/or the local department of health when making such decisions.

17. Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.

Westhill CSD follows the CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary.

Westhill CSD cleaning includes offices, classrooms, restrooms, cafeterias, libraries, playgrounds, and busses.

To help with cleaning and disinfection Westhill CSD will perform the following:

- Keep accurate attendance records of students and staff members;
- Ensuring student schedules are up to date;
- Perform normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Provide disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19.
- Provide frequent disinfection of surfaces and objects touched by multiple people;
- We will keep all disinfectants out of the reach of children;
- Westhill CSD will maintain logs that include the date, time, and scope of cleaning and

disinfection in a facility or area.

Cleaning plans include considerations regarding the safety of custodial staff and other people who are carrying out the cleaning or disinfection.

Westhill CSD will clean high touch surfaces frequently throughout the day. Examples of high touch surfaces include:

- Tables;
- Doorknobs;
- Light switches;
- Countertops;
- Handles;
- Desks;
- Phones;
- Shared keyboards and tablets;
- Toilets and restrooms; and
- Faucets and sinks.

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

The district will turnover the air in classrooms in accordance with the statute. Filters will be monitored for cleanliness and changed as necessary.

Students will have their own mouthpieces and will not share wind musical instruments.

Westhill CSD cleans playgrounds per CDC guidance:

- High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely
- Shared athletic/gym equipment (e.g., balls, protective gear) will be cleaned between use per manufacturer's directions.

School Health Office Cleaning

School health office cleaning must occur after each use of:

- Cots;
- Bathroom; and
- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer's directions.

Disposable items should be used as much as possible including:

- Disposable pillow protectors; or
- Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

18. Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons

School safety drills will be conducted in accordance with statute. Distinct policies and procedures have been waived by board action to allow drills to be conducted in accordance with CDC guidelines.

Students will be instructed that if it was an actual emergency that required evacuation or

lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Fire Drills:

- Conduct drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once.
- Keep appropriate distance between students to the evacuation site.
- If conducting drills using a modified procedure, all students in the school building must participate on that same school day.
- If hybrid: all students must receive instruction in emergency procedures, and participate in drills while they are in attendance in-person.

Lockdown Drills:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks.
- Conduct lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing.
- Ensure all students receive instruction in emergency procedures and participate in drills while in-person.
- Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

19. Each school and/or district reopening plan has a written plan for district/school run before and aftercare programs.

NA, the district does not have a before or aftercare program.

20. Each school and/or district reopening plan must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.

District Safety Coordinator: Casey Barduhn, Superintendent
Westhill High School Safety Coordinator: Lee Roscoe, Principal
Onondaga Middle School Safety Coordinator: Mark Bednarski, Principal
Cherry Road Elementary School Safety Coordinator: Brett King, Principal
Walberta Park Elementary School Safety Coordinator: Beth Kramer, Principal

► Facilities

1. Each school and/or district reopening plan which includes changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.

N/A, no changes to facilities are recommended at this time.

2. Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.

To be performed as required by statute.

3. Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.

To be performed as required by statute

4. Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations are in accordance with FCNYS 2020 Section 5705.5.

To be performed as required by statute

5. Each school and/or district reopening plan which includes the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.

N/A, no changes to facilities are recommended at this time.

6. Each school and/or district reopening plan must ensure that all new building construction and temporary quarter projects will be submitted to OFP for a full code review.

N/A, no changes to facilities are recommended at this time.

7. Each school and/or district reopening plan which includes new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation.

N/A, no changes to facilities are recommended at this time.

8. Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.

N/A, the use of temporary or permanent tents is not recommended at this time.

9. Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.

To be performed as required by statute.

10. Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.

In lieu of water fountain use, the Westhill CSD is recommended all students and staff members bring a reusable water bottle to school each day. Disposable cups will be available if needed. The sinks in classrooms can be used to refill bottles/cups as needed.

11. Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.

The district's current practice addresses this assurance.

12. Each school and/or district reopening plan must ensure that all project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.

N/A, no changes to facilities are recommended at this time.

13. Each school and/or district reopening plan which includes the use of plastic separators must comply with the 2020 BCNYS Section 2606.

N/A, no changes to facilities are recommended at this time.

► Child Nutrition

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished.

School Lunch Plan	Full In Person Instruction	Hybrid Instruction
	Under current guidelines, Full In Person food service is not feasible at this time.	Cafeteria with individual student desks socially distanced. The meals will be served grab-n-go style.

1. Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.

The food service program will operate in accordance with the NYS Child Nutrition Program and the National School Lunch Program. In addition, lunch will be delivered to students eligible for free and reduced meals.

Westhill CSD's plan for child nutrition includes:

- students in attendance at school; and
- students eligible for free and reduced meals learning remotely.
- includes protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- meets all applicable health and safety guidelines and will be performed as required by statute
- measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

- includes protocols that describe communication with families through multiple means in the languages spoken by families. Depending on the primary audience, the district uses multiple avenues to communicate with families; these include: website, email, social media, text messaging, print copy mailings, voice and/or video messaging. The district utilizes ENL staff to facilitate communication in all appropriate languages (English, Mandarin, Spanish, and Arabic)

2. Each school and/or district reopening plan must address all applicable health and safety guidelines.

All buildings will be inspected to determine readiness for re-entry and obtain other legal and appropriate safety inspections.

Examples: fire code/safety inspections of all occupied buildings, health department inspections of all cafeterias, HVAC/air quality inspections, water quality inspections. Thoroughly ventilate, clean and disinfect all kitchens and eating areas, tables, equipment and other surfaces prior to students returning, using CDC and DOH guidelines. Create a time schedule for effectively cleaning and disinfecting buildings once students return using products that are less likely to trigger asthma attacks. We will create a plan to increase frequency during flu season and if there are increased incidents of COVID-19 exposure in the area or in the school community. Ensure there are enough accessible sinks and hand-sanitizing stations to accommodate frequent handwashing by entire classes. Appropriate a sufficient number and type (no-touch) of trash receptacles and that they are placed appropriately to minimize exposure. Determine if there is a need for other protective devices for employees with repeated exposure to staff and students such as clear plastic barriers in school cafeterias and kitchens. Determine if sneeze guards are required in the cafeteria. Are there improvements that can be made to air quality to minimize transmission? Identify surfaces that are not easily cleaned that should be covered or replaced to minimize infection. Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed (no-touch), how frequently they are replenished and where they are stored.

Vendors will be contacted and notified of standard operating procedures, including requirement for face coverings.

3. Each school and/or district reopening plan includes measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

The school nurse will identify all students with documented food allergies, and will notify the necessary staff members.

Students with food allergies will sit at designated table(s) as necessary. Supervisory staff will be trained to recognize allergic reactions as warranted.

4. Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

The district will actively promote a comprehensive handwashing and infection prevention campaign. Sharing of food will be prohibited.

5. Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

Sufficient time will be allotted between cohorts to allow tables, chairs, serving lines, etc. to be cleaned by trained staff using a disinfectant wipe. Appropriate professional development will occur before school starts and periodically thereafter. Training to include: proper cleaning, PPE, safe distancing, etc.

6. Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements.

To be performed as required by statute. In addition, the district's current practice addresses this assurance.

7. Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

Depending on the primary audience, the district uses multiple avenues to communicate with families; these include: website, email, social media, text messaging, print copy mailings, voice and/or video messaging. The district utilizes ENL staff to facilitate communication in all appropriate languages (English, Mandarin, Spanish, and Arabic). In addition, up to date information on the district's food service program may be found on the district's website. The district has open enrollment for FRPL.

8. Each school and/or district reopening plan must require that students social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.

To be performed as required by statute.

► Transportation

1. Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.

Sufficient time will be allotted between routes to allow high contact spots to be wiped down with a disinfectant wipe. A more thorough cleaning will occur between am and pm runs and at the end of the day.

2. Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.

Sufficient time will be allotted between routes to allow high contact spots to be wiped down with a disinfectant wipe. A more thorough cleaning will occur between am and pm runs and at the end of the day.

3. Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.

This message will be reinforced at the driver/attendant refresher.

4. Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants do not carry personal bottles of hand sanitizer with them on school buses.

This message will be reinforced at the driver/attendant refresher.

5. Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.

Everyone on the bus will be expected to wear a face covering. Seating will be limited to one student per seat, unless accompanied by a sibling.

6. Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

Training will be provided at the driver/attendant refresher.

7. Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.

Training will be provided at the driver/attendant refresher.

8. Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.

Will be performed in accordance with the reopening plan's mandatory requirements.

9. Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

Hand washing stations will satisfy building code requirements. Hand rub dispensers will be readily available.

10. Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

To be performed as required by statute. Training will be provided at the driver/attendant refresher.

11. Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work.

Will be performed in accordance with the reopening plan's mandatory requirements.

12. Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.

Everyone on the bus will be expected to wear a face covering. Seating will be limited to one student per seat, unless accompanied by a sibling. Students unable to wear a face covering will sit socially distanced.

13. Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.

Will be performed in accordance with the reopening plan's mandatory requirements.

14. Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.

Will be performed in accordance with the reopening plan's mandatory requirements.

15. Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Will be performed in accordance with the reopening plan's mandatory requirements.

16. Each school and/or district reopening plan requires students to be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

The district will actively promote a comprehensive infection prevention campaign. The training resources below will be on the district website, in school buildings, and when appropriate, sent home with students.

Training is provided in the following ways:

- CDC Video: What You Need to Know about Handwashing
- CDC Video: How to Wear a Cloth Face Covering
- CDC Video: Social Distancing
- CDC Video: Symptoms of Coronavirus Disease
- CDC Fact Sheet: Stay Healthy Wash Your Hands
- CDC Fact Sheet: How to Protect Yourself and Others
- CDC Fact Sheet: Stop the Spread of Germs
- CDC Fact Sheet: How to Safely Wear and Take Off a Cloth Face Covering
- CDC Posters: Stop the Spread of Germs; Cover Coughs and Sneezes; Face Covering; Handwashing; Germs Are All Around You; Symptoms of Coronavirus; Help Protect Yourself and Others from COVID-19; Slow the Spread of COVID-19;

17. Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.

The district will actively promote a comprehensive infection prevention campaign. The training resources below will be on the district website, in school buildings, and when appropriate, sent home with students.

Training is provided in the following ways:

- CDC Video: What You Need to Know about Handwashing
- CDC Video: How to Wear a Cloth Face Covering
- CDC Video: Social Distancing
- CDC Video: Symptoms of Coronavirus Disease
- CDC Fact Sheet: Stay Healthy Wash Your Hands
- CDC Fact Sheet: How to Protect Yourself and Others
- CDC Fact Sheet: Stop the Spread of Germs
- CDC Fact Sheet: How to Safely Wear and Take Off a Cloth Face Covering
- CDC Posters: Stop the Spread of Germs; Cover Coughs and Sneezes; Face Covering; Handwashing; Germs Are All Around You; Symptoms of Coronavirus; Help Protect Yourself and Others from COVID-19; Slow the Spread of COVID-19;

18. Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in- person session education when/if the district is not.

To be performed as required by statute.

► Social Emotional Well-Being

“Intertwining social and emotional learning and academics advances the ability of our students to adapt to change with the essential skills to effectively manage new challenges.”

Dr. Karen Burke

Westhill CSD is committed to ensuring the social-emotional needs of all students and staff are addressed. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”⁸ By developing core intra- and inter-personal competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, students and adults build capacity to thrive by building a variety of protective factors, including increased resilience, stronger empathy, heightened self-efficacy and agency, and more. SEL is not synonymous with mental health, but it does provide a foundational set of competencies that serve as tools to navigate challenges in healthy, productive ways.

1. Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

[Walberta Park Comprehensive Counseling Plan](#)

2. Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

District Teams:

Diversity Committee
Mental Health Committee
District-Wide Events Committee
Instructional Council
Reopening Committee

School Team Members:

Dr. Kim Arroyo, School Psychologist, Beth Piorokowski, Social Worker, First grade teachers: Angie McShane and Mary Klee; Kindergarten teachers: Stephanie Merritt, Teresa DeMatties, Mary Pat Hoag; Dr. Beth Kramer, Principal

3. Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Per NYSED guidance - MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). MTSS is grounded in the belief that all students can learn, and all school professionals must be responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful. It is an important means of addressing equity and most importantly, ensures that all young people are provided with the support they need to thrive.

Westhill CSD utilizes a three tier system of identifying and responding to students needing additional support. Once the students are identified and their level of need is assessed, tier 1, 2 and 3 interventions will be developed to address those needs.

- Tier 1: Social emotional well-being is addressed through universal instruction and support to all students through the classroom with Positivity Project, Zones of Regulation, Second Step resources, Responsive Classroom and the EL curriculum as well as a school wide T-SRS used on all students to identify S/E needs within the student population.
- Tier 2: The Primary Project core staff members use the T-SRS to identify students needing additional support and meet as a team to discuss the proper intervention; Group Counseling; Primary Project individual connection with Child Associate for 30 minutes per week.
- Tier 3: When a student does not make adequate progress with a tier 2 intervention, additional supports will be employed through a tier 3 intervention. This may include a referral to connect the family to an outside agency for support.

WPS school plans for resources/referrals for mental health support: Positivity Project, Primary Project, Responsive Classroom, professional development, CST, individualized and group counseling; BOCES resources as needed; social worker and psychologist frequently work with community mental health

agencies and recommend supports for families as needed.

4. Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

Student Social Emotional Well-Being

In collaboration with OCM BOCES, all staff members will be trained in trauma sensitive schools before the school year begins. The administrative team was already trained and members plan to support the rest of the staff with building knowledge as well.

Each school will work with the Diversity committee to nurture SEL competencies to improve cultural and linguistic responsiveness and sustainability.

WPS Specific Student SEL Plan:

In-Person Instruction	Hybrid Model (Combo of in-person and distance learning)	Distance Learning Only
<p>At the district level, staff, parents and students (where applicable) participate in a Mental Health Committee and Diversity Committee to support the social and emotional needs of students and staff, as well as to celebrate and discuss topics of diversity. At Walberta Park, there is a Child Study Team, the implementation of the Positivity Project, Second Step Curriculum and Responsive Classroom.</p>	<p>At the district level, staff, parents and students (where applicable) participate in a Mental Health Committee and Diversity Committee to support the social and emotional needs of students and staff, as well as to celebrate and discuss topics of diversity. At Walberta Park, there is a Child Study Team, the implementation of the Positivity Project, Second Step Curriculum and Responsive Classroom.</p>	<p>At the district level, staff, parents and students (where applicable) participate in a Mental Health Committee and Diversity Committee to support the social and emotional needs of students and staff, as well as to celebrate and discuss topics of diversity. At Walberta Park, there is a Child Study Team, the implementation of the Positivity Project, Second Step Curriculum and Responsive Classroom.</p>
<p>District level Social/Emotional team will serve as the advisory council to monitor social/emotional needs of students and to inform the comprehensive developmental school counseling program plan.</p>	<p>District level Social/Emotional team will serve as the advisory council to monitor social/emotional needs of students and to inform the comprehensive developmental school counseling program plan.</p>	<p>District level Social/Emotional team will serve as the advisory council to monitor social/emotional needs of students and to inform the comprehensive developmental school counseling program plan.</p>
<p>Program implementation of the Positivity Project, Responsive Classroom, Second Step, The Primary Project and Zones of Regulation to assist students in the development of building coping and resilience skills. Professional Development addressing Trauma in general, as</p>	<p>Program implementation of the Positivity Project, Responsive Classroom, Second Step, The Primary Project and Zones of Regulation to assist students in the development of building coping and resilience skills. Professional Development addressing Trauma in general, as</p>	<p>Program implementation of the Positivity Project, Responsive Classroom, Second Step, The Primary Project and Zones of Regulation to assist students in the development of building coping and resilience skills. Professional Development addressing Trauma in general,</p>

well as in relation to COVID-19.	well as in relation to COVID-19.	as well as in relation to COVID-19.
Professional Development addressing Trauma in general, as well as in relation to COVID-19. Collaborate with staff after initial training to plan for implementation and monitor its progress. Share information with families.	Professional Development addressing Trauma in general, as well as in relation to COVID-19. Collaborate with staff after initial training to plan for implementation and monitor its progress. Share information with families.	Professional Development addressing Trauma in general, as well as in relation to COVID-19. Collaborate with staff after initial training to plan for implementation and monitor its progress. Share information with families.
Staff at Walberta Park will work together to prioritize social and emotional well-being. SEL will be incorporated into classroom lessons and daily routines.	Staff at Walberta Park will work together to prioritize social and emotional well-being. SEL will be incorporated into classroom lessons and daily routines.	Staff at Walberta Park will work together to prioritize social and emotional well-being. SEL will be incorporated into classroom lessons and daily routines.
The district Social Emotional team (that includes staff, parents and community members) will continue to lead the social and emotional implementation..	The district Social Emotional team (that includes staff, parents and community members) will continue to lead the social and emotional implementation.	The district Social Emotional team (that includes staff, parents and community members) will continue to lead the social and emotional implementation.
Walberta Park will adopt T-CRS and P-CRS to assist the district in identifying the needs of returning students for grades K-4. This is the measure currently used for Primary Project.	Walberta Park will adopt T-CRS and P-CRS to assist the district in identifying the needs of returning students for grades K-4. This is the measure currently used for Primary Project.	Walberta Park will adopt T-CRS and P-CRS to assist the district in identifying the needs of returning students for grades K-4. This is the measure currently used for Primary Project.
Walberta Park will adopt T-CRS and P-CRS to assist the district in identifying the needs of returning students. This is the measure currently used for Primary Project.	Walberta Park will adopt T-CRS and P-CRS to assist the district in identifying the needs of returning students. This is the measure currently used for Primary Project.	Walberta Park will adopt T-CRS and P-CRS to assist the district in identifying the needs of returning students. This is the measure currently used for Primary Project.
Once the students are identified with their level of need, the Child Study Team will make use of a multi-tiered system to meet the student's individual needs.	Once the students are identified with their level of need, the Child Study Team will make use of a multi-tiered system to meet the student's individual needs.	Once the students are identified with their level of need, the Child Study Team will make use of a multi-tiered system to meet the student's individual needs.
Walberta Park will use a prolonged orientation period to support the social emotional well-being and resilience of students. Daily routines will foster community building, as well as adult and peer connections. Use of programs like the Positivity Project, Second Step, Zones of	Walberta Park will use a prolonged orientation period to support the social emotional well-being and resilience of students. Daily routines will foster community building, as well as adult and peer connections. Use of programs like the Positivity Project, Second Step, Zones of	Walberta Park will use a prolonged orientation period to support the social emotional well-being and resilience of students. Use of programs like the Positivity Project, Second Step, Zones of Regulation and Responsive Classroom to develop and enrich social and emotional learning.

<p>Regulation and Responsive Classroom to develop and enrich social and emotional learning.</p>	<p>Regulation and Responsive Classroom to develop and enrich social and emotional learning. Classroom virtual meetings will be offered to continue to support the connection with staff and students.</p>	<p>Classroom virtual meetings will be offered to continue to support the connection with staff and students.</p>
<p>Walberta Park will use community-building circles to ensure all student voices can be heard and foster connection between peers. A Morning Meeting model is used in each classroom at Walberta Park.</p>	<p>Walberta Park will use community-building circles to ensure all student voices can be heard and foster connection between peers. A Morning Meeting model is used in each classroom at Walberta Park.</p>	<p>Walberta Park will use community-building circles to ensure all student voices can be heard and foster connection between peers. A Morning Meeting model is used in each classroom at Walberta Park.</p>
<p>Walberta Park will prepare students and families for the possibility of transitions between in-person and remote learning. Staff will engage in periodic check-in's to encourage students and families, as well as to troubleshoot challenges with each model.</p>	<p>Walberta Park will prepare students and families for the possibility of transitions between in-person and remote learning. Staff will engage in periodic check-in's to encourage students and families, as well as to troubleshoot challenges with each model.</p>	<p>Walberta Park will prepare students and families for the possibility of transitions between in-person and remote learning. Staff will engage in periodic check-in's to encourage students and families, as well as to troubleshoot challenges with each model.</p>
<p>Students will be surveyed regularly and administration/staff will be prepared to support staff with assistance and/or referrals. Student's mental health, access to technology, and success with the school model will be assessed.</p>	<p>Students will be surveyed regularly and administration/staff will be prepared to support staff with assistance and/or referrals. Student's mental health, access to technology, and success with the school model will be assessed.</p>	<p>Students will be surveyed regularly and administration/staff will be prepared to support staff with assistance and/or referrals. Student's mental health, access to technology, and success with the school model will be assessed.</p>
<p>Walberta Park staff members will encourage and provide socially distanced movement breaks throughout the school day.</p>	<p>Walberta Park staff members will encourage and provide socially distanced movement breaks throughout the school day. Virtually, Walberta Park staff will encourage students to engage in physical activity. Virtually, movement activities can be provided with specific videos for students to follow along.</p>	<p>Virtually, Walberta Park staff will encourage students to engage in physical activity. Virtually, through the Walberta Wellness Google Classroom, movement activities can be provided with specific videos for students to follow along.</p>
<p>At Walberta Park, staff will connect with students in a whole group model, as well as with small group and one-on-one check-ins. Staff at Walberta Park, aside from just classroom teachers (i.e. School Principal, Specials Teachers, School Social Worker and School</p>	<p>At Walberta Park, staff will connect with students in a whole group model, as well as with small group and one-on-one check-ins. Staff at Walberta Park, aside from just classroom teachers (i.e. School Principal, Specials Teachers, School Social Worker and School</p>	<p>At Walberta Park, staff will connect with students in a whole group model, as well as with small group and one-on-one check-ins. Staff at Walberta Park, aside from just classroom teachers (i.e. School Principal, Specials Teachers, School Social Worker and School</p>

<p>Psychologist) will foster connections with students to increase the number of trusted adults within the school setting.</p>	<p>Psychologist) will foster connections with students to increase the number of trusted adults within the school setting.</p>	<p>Psychologist) will foster connections with students to increase the number of trusted adults within the school setting. Staff connect with students and families through virtual meetings and/or phone calls. Staff will maintain communication logs that document parent and student contacts.</p>
<p>School Social Worker, School Psychologist and School Psychologist Intern provide school-based mental health support as needed. Support staff have access to a fluid document which indicates available mental health practitioners outside of the school setting to be shared with parents.</p>	<p>School Social Worker, School Psychologist and School Psychologist Intern provide school-based mental health support as needed. Support staff have access to a fluid document which indicates available mental health practitioners outside of the school setting to be shared with parents.</p>	<p>School Social Worker, School Psychologist and School Psychologist Intern provide school-based mental health support as needed. Support staff have access to a fluid document which indicates available mental health practitioners outside of the school setting to be shared with parents.</p>
<p>There will be an open dialogue between all staff members, including staff delivering or distributing meals, and the building Principal so that issues can be addressed in a timely manner.</p>	<p>There will be an open dialogue between all staff members, including staff delivering or distributing meals, and the building Principal so that issues can be addressed in a timely manner.</p>	<p>There will be an open dialogue between all staff members, including staff delivering or distributing meals, and the building Principal so that issues can be addressed in a timely manner.</p>
<p>TCIS training will be offered at a district level to support the deeper development of social emotional competencies and well being. Support staff will present information about trauma and social and emotional competencies during staff meetings to meet staff needs. Topics of discussion will be based on feedback from staff surveys.</p>	<p>TCIS training will be offered at a district level to support the deeper development of social emotional competencies and well being. Support staff will present information about trauma and social and emotional competencies during staff meetings to meet staff needs. Topics of discussion will be based on feedback from staff surveys.</p>	<p>TCIS training will be offered at a district level to support the deeper development of social emotional competencies and well being. Support staff will present information about trauma and social and emotional competencies during staff meetings to meet staff needs. Topics of discussion will be based on feedback from staff surveys.</p>
<p>At Walberta Park, we use the Positivity Project, Responsive Classroom and Second Step within the classroom setting. The School Social Worker/building administrator presents breathing strategies and self-regulation strategies on the morning announcements.</p>	<p>At Walberta Park, we use the Positivity Project, Responsive Classroom and Second Step within the classroom setting. The School Social Worker/building administrator presents breathing strategies and self-regulation strategies on the morning announcements.</p>	<p>At Walberta Park, we incorporate the Positivity Project, Responsive Classroom and Second Step into virtual lessons. On the Walberta Wellness Google Classroom page, the Positivity Project traits are presented and discussed. The School Social Worker and School Psychologist join classroom Google Meet sessions to discuss feelings.</p>

		The School Social Worker will record videos related to feelings which will be shared with teachers to use in their class lessons.
At Walberta Park, PLC teams are established and functioning for each grade level. Teachers collaborate with TA's, Special Education and support staff. Classroom teachers and support staff will check in with students in their cohort in school.	At Walberta Park, PLC teams are established and functioning for each grade level. Teachers collaborate with TA's, Special Education and support staff. Classroom teachers and support staff will check in with students in their cohort in school and while the students are at home via virtual meetings and/or phone calls.	At Walberta Park, PLC teams are established and functioning for each grade level. Teachers collaborate with TA's, Special Education and support staff. Classroom teachers and support staff will check in with students in their cohort while the students are at home via virtual meetings and/or phone calls.
Staff will brainstorm socially distanced before and after school activities. Virtual platform for a group to engage in activities. Socially distanced outdoor activities can be brainstormed. Engage in a virtual book fair.	Staff will brainstorm socially distanced before and after school activities. Virtual platform for a group to engage in activities. Socially distanced outdoor activities can be brainstormed. Engage in a virtual book fair.	Staff will brainstorm socially distanced before and after school activities. Virtual platform for a group to engage in activities. Socially distanced outdoor activities can be brainstormed. Engage in a virtual book fair.

WPS: Program implementation of the Positivity Project, Responsive Classroom, Second Step, and Zones of Regulation to assist students in the development of building coping and resilience skills. Professional Development addressing Trauma in general, as well as in relation to COVID-19. Collaborate with staff after initial training to plan for implementation and monitor its progress. Share information with families. Staff at Walberta Park will work together to prioritize social and emotional well-being.

Adult Social Emotional Well-Being

Adults in our school communities must take care of themselves and our peers, both for their own well-being and so that they may be better able to help young people heal. Adults in the school community have experienced stress, anxiety, grief, and trauma. It is important to consider the impact this will have on their return to an in-person or virtual school environment.

Additionally, adults need access to professional learning opportunities that can better prepare them to support their own well-being as well as the well-being of the students and families they serve.

The district participates in the regional Employee Assistance Program (EAP) for additional support services. Newly appointed teachers and administrators will be assigned mentors to support their growth and well-being throughout the year.

In-Person Instruction	Hybrid Model (Combo of in-person and distance learning)	Distance Learning Only
Continuing professional development opportunities, such as TCIS and trauma responsive training will be provided to adults to develop and strengthen their own social and emotional competencies.	Continuing professional development opportunities, such as TCIS and trauma responsive training will be provided to adults to develop and strengthen their own social and emotional competencies.	Continuing professional development opportunities, such as TCIS and trauma responsive training will be provided to adults to develop and strengthen their own social and emotional competencies.
<p>Regular faculty meetings to assess staff well-being. Individual check-ins to assess staff well being (staff member to staff member).When dealing with personal trauma effects, stress, etc., staff can support one-another with a short break.</p> <p>The Principal currently works with the staff, using the The Onward Workbook by Elena Aguilar that specifically targets educators and provides strategies and activities to reduce stress and cultivate emotional resilience.</p>	<p>Regular faculty meetings to assess staff well-being. Individual check-ins to assess staff well being (staff member to staff member).When dealing with personal trauma effects, stress, etc., staff can support one-another with a short break.</p> <p>The Principal currently works with the staff, using the The Onward Workbook by Elena Aguilar that specifically targets educators and provides strategies and activities to reduce stress and cultivate emotional resilience.</p>	<p>Regular faculty meetings to assess staff well-being. Individual check-ins to assess staff well being (staff member to staff member).</p> <p>The Principal currently works with the staff, using the The Onward Workbook by Elena Aguilar that specifically targets educators and provides strategies and activities to reduce stress and cultivate emotional resilience.</p>
Continuing professional development opportunities will be provided to adults to develop and strengthen their own social and emotional competencies. The district is enlisted with the local BOCES co-serve and has access to their professional development via MyLearning Plan. Currently there are several (with more to follow) professional development opportunities to address trauma, SEL, as well as culturally and linguistically responsive -sustaining practices such as: Dignity Act and Mental Health Training, Online Adult Social/Emotional Learning, and Responsive Classroom Training.	Continuing professional development opportunities will be provided to adults to develop and strengthen their own social and emotional competencies. The district is enlisted with the local BOCES co-serve and has access to their professional development via MyLearning Plan. Currently there are several (with more to follow) professional development opportunities to address trauma, SEL, as well as culturally and linguistically responsive -sustaining practices such as: Dignity Act and Mental Health Training, Online Adult Social/Emotional Learning, and Responsive Classroom Training.	Continuing professional development opportunities will be provided to adults to develop and strengthen their own social and emotional competencies. The district is enlisted with the local BOCES co-serve and has access to their professional development via MyLearning Plan. Currently there are several (with more to follow) professional development opportunities to address trauma, SEL, as well as culturally and linguistically responsive -sustaining practices such as: Dignity Act and Mental Health Training, Online Adult Social/Emotional Learning, and Responsive Classroom Training.
Socially /virtual staff meetings will take place prior to school opening to discuss staff members differences,	Socially distanced/virtual staff meetings will take place prior to school opening to discuss staff	Virtual staff meetings will take place prior to school opening to discuss staff members differences,

losses and newness of preparation for teaching and learning. Staff will have a safe space to talk about their personal experiences and feelings.	members differences, losses and newness of preparation for teaching and learning. Staff will have a safe space to talk about their personal experiences and feelings.	losses and newness of preparation for teaching and learning. Staff will have a safe space to talk about their personal experiences and feelings.
Staff will be surveyed regularly and administration will be prepared to support staff with assistance and/or referrals. Surveys will assess staff mental health, as well as teaching/support needs. WPS will utilize the district MH Committee as a resource for staff support.	Staff will be surveyed regularly and administration will be prepared to support staff with assistance and/or referrals. Surveys will assess staff mental health, as well as teaching/support needs. WPS will utilize the district MH Committee as a resource for staff support.	Staff will be surveyed regularly and administration will be prepared to support staff with assistance and/or referrals. Surveys will assess staff mental health, as well as teaching/support needs. WPS will utilize the district MH Committee as a resource for staff support.
Transformative SEL discussions for adults will take place to improve cultural and linguistic responsiveness and sustainability. We have a district wide Mental Health Committee and Diversity community that include staff and parents, as well as including students when appropriate.	Transformative SEL discussions for adults will take place to improve cultural and linguistic responsiveness and sustainability. We have a district wide Mental Health Committee and Diversity community that include staff and parents, as well as including students when appropriate.	Transformative SEL discussions for adults will take place to improve cultural and linguistic responsiveness and sustainability. We have a district wide Mental Health Committee and Diversity community that include staff and parents, as well as including students when appropriate.

WPS: Continuing professional development opportunities will be provided to adults to develop and strengthen their own social and emotional competencies. Regular faculty meetings to assess staff well-being. Individual check-ins to assess staff well being (staff member to staff member). When dealing with personal trauma effects, stress, etc., staff can support one-another with a short break.

► School Schedules

Westhill CSD will provide a safe learning environment for all students and staff members. Per the New York State Department of Health guidance, plans should address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year. Regardless of the instructional model implemented, equity and access must be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

1. Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

General School Guidelines:

- Hallway movement - one way traffic as much as possible
- Bathrooms - one student at a time
- Desks/furniture layout - all students will be socially distanced at 6 feet apart
- Individual student/teacher belongings - no shared materials
- Large spaces - for physical education and music to distance 12 feet apart (unless physical education and music can take place right within the classroom.
- Special area classes - will take place within the general education classroom
- ENL services - will be pushed in the general education classroom
- AIS services will be provided in the classroom

Model 1: Full In-Person Instruction:

With the current Department of Health social distancing guidelines for full in person instruction, this model is not feasible at this time.

Model 2: Hybrid Model of Instruction:

The chosen model for hybrid instruction at Westhill CSD is 2-1-2 with four cohorts of students.*

Westhill Hybrid Model	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person Instruction	Cohort A Cohort C	Cohort A Cohort C		Cohort B Cohort C	Cohort B Cohort C
Remote Instruction	Cohort B Cohort D	Cohort B Cohort D	All Students	Cohort A Cohort D	Cohort A Cohort D

*Students will be assigned to cohorts in August. Siblings will be in same cohort.

Cohort A:

Half of the school population attends school in person on Monday and Tuesday, and at home remote learning on Wednesday, Thursday, and Friday.

Cohort B:

Half of the school population learns at home through remote learning on Monday, Tuesday, and Wednesday, and attends school in person Thursday and Friday.

Cohort C:

Determined by the Office of Special Education

Cohort D:

Students learn at home through remote learning all week based on parental request (requires quarterly commitment).

Special Education - Hybrid Model of Instruction

The District will prioritize in-person services for students and preschool students with disabilities whenever possible. Access to in-person services will be available to students with disabilities whenever instruction is available to all students. The District will endeavor to provide in-person services to high-needs students in lieu of distance learning, contingent upon recommendations from the Department of Health, Executive Orders from the Governor’s Office, and the NYS Department of Education.

Model 3: Full Remote Instruction

In the event that the spread of COVID-19 escalates and/or at the direction of the Governor, school buildings may close and all learning will be remote.

Special Education - Remote Instruction

The District will prioritize in-person services for students and preschool students with disabilities whenever possible. The District will endeavor to provide in-person services to high-needs students in lieu of distance learning, contingent upon recommendations from the Department of Health, Executive Orders from the Governor's Office, and the NYS Department of Education.

► Attendance & Chronic Absenteeism

Westhill CSD recognizes the importance of regular attendance to promote the success of all students. Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district must be reported in SIRS. Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved homeschooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma.

1. Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

Individual teachers will track daily attendance in PowerSchool for all three models of instruction. Students attending Google Meets, completing assignments, engaging in Google Classroom will show engagement in remote learning. Information obtained from these sources will be transferred to PowerSchool at the end of each week.

Attendance will be monitored by school teams, and concerns will be communicated with parents and students on a regular basis.

► Technology & Connectivity

The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. As schools plan for reopening, technology and connectivity remain essential areas of focus.

1. Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.

Students and families were surveyed last spring and this summer to share the access to devices and high speed broadband internet in their residences. Also, a survey was sent to students and families to collect data on what worked and what could be improved should the need for digital learning arise in 20-21. This data will be used to develop guidelines for all teachers.

2. Each school and/or district reopening plan must include information on how the school or district,

to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

In addition to the survey sent to families in July, an additional survey will be sent to all families in August. This data will be used to determine a plan for each family to access a device or an alternative method of learning and assessment. The district will be providing Chromebooks to sign out as needed and has contracted with Verizon Wireless to supply MiFi 900L Jetpacks to provide internet access as necessary.

Students at Walberta will not travel to and from school with a device. The district will put a set of Chromebooks in each classroom. Parents may also sign out a Chromebook for use during remote learning days if needed. The special education classroom will have an iPad for each child in school. All classroom teachers have a desktop in school, and will also sign out a Chromebook to bring back and forth. Teaching assistants will sign out a Chromebook to support their students.

3. Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

All students will have the opportunity to sign a Chromebook out if needed for at home remote learning. The district has contracted with Verizon Wireless to supply MiFi 900L Jetpacks to provide internet access as necessary.

Teachers will provide various modes of learning and instruction through synchronous and asynchronous lessons. Many vetted tools are available to differentiate and personalize instruction, assess, engage, and communicate with students and parents. The district will use Google Classroom as the expected digital platform and Google Meet as the expected digital video conferencing resource for the 20-21 school year. For instance, teachers can provide instruction through Google Meet and record it for students who need to rewatch or can't join. Google Classroom will be utilized to maintain all lesson resources, activities, assessments, and assignments so that feedback and communication is clear and organized.

To prepare teachers and teaching assistants with the knowledge to provide multiple ways for students to participate in learning and demonstrate mastery, Westhill CSD offers many webinars and professional learning opportunities to teachers and leaders on several topics such as, G Suite, interactive resources, and digital resources. These were all recorded and are available to watch at any time.

► Teaching & Learning

1. Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.

Per NYSED guidance, "Continuity of Learning is the continuation of education in the event of prolonged school closure or student absence. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning. However, many considerations play a role in the development of continuity of learning programs. Such as access

and availability, type and quality of materials, and the length of time that the various types of learning will require.”

Last spring, Westhill CSD created a Continuity of Learning Plan. This plan is updated and reflects the three possible models of instruction for the 2020-2021 school year (in-person, remote, and hybrid). All three models of instruction will be aligned with the New York State Learning Standards, and provide equitable education to all students.

Goals:

1. Provide students with continuity of learning that is accessible for all and clearly communicated.
2. Monitor and maintain student and family connections with their school communities.
3. Ensure the highest level of support for all students in learning and social-emotional well-being.

Delivery:

1. All three models will include instruction by a certified teacher and regular, substantive interaction.
2. All three models will ensure alignment to the New York State Learning Standards with regular, formative assessment to measure progress and adjust instruction as needed.
3. Google Classroom is the digital platform for remote and hybrid learning for Westhill CSD.
4. Google Meet is the digital video conferencing for remote and hybrid learning for Westhill CSD.
5. As needed, hard copy instructional materials are provided to students for equitable access to educational opportunities.
6. A blend of synchronous and asynchronous instruction will be utilized if in remote or hybrid models.
7. Instructional design, course design, and plans for support are aligned with the skill level of age groups.
8. Necessary training is provided to students, parents/guardians, teachers, staff members, and administrators to ensure true continuity and accessibility.

2. Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards if instruction is delivered in-person, remotely or in a hybrid model.

As outlined in the Continuity of Learning Plan, Westhill CSD provides all three models of instruction aligned with the New York State Learning Standards, and with equitable access to education for all students.

K-12 ELA Alignment:

- P-12 Learning Standards for English Language Arts and Literacy
- New York State Next Generation English Language Arts Learning Standards (Phased in approach-capacity building)

K-12 Math Alignment:

- 2011 New York State P-12 Common Core Learning Standards
- 2017 Next Generation Learning Standards (Phased in approach-capacity building)

K-12 Science Alignment:

- NYS P12 Science Learning Standards (Phased in approach)
- Implementation Timeline and Dates
- New York State P-12 Science Roadmap Overview

K-12 Social Studies Alignment:

- New York State K-12 Social Studies Framework

LOTE Alignment:

- NYS LOTE (World Language) Learning Standards

K-12 Physical Education/Health Alignment:

- National Standards for K-12 Physical Education
- Learning Standards for Physical Education, Health and Family Consumer Science

K-12 Arts Alignment:

- New York State P-12 Learning Standards for the Arts

Family and Consumer Science/Technology Alignment:

- New York State Learning Standards for FACS
- New York State Mathematics, Science, and Technology (MST) Learning Standards.

3. Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.

All hybrid and remote learning includes regular communication between the student and teacher and opportunities for feedback and assistance with academic or SEL support and resources. Westhill CSD is aware that in the case of hybrid or remote learning, there must be opportunities for substantive interaction with a certified teacher. All aspects of the Westhill CSD Continuity of Learning plan will be clearly communicated to families, students, teachers, and staff members through several modes of communication. These modes include, but are not limited to, phone calls, email, text messages, social media, district website, video conferencing, and digital learning platforms. There will be clear and multiple ways for students and families to reach out to teachers and staff members at each school for technical, academic, and/or social-emotional assistance.

In-Person Instruction	Hybrid Model (Combo of in-person and distance learning)	Distance Learning Only
All teachers will instruct students on how to utilize Google Classroom to its fullest extent needed.	All teachers will instruct students on how to utilize Google Classroom to its fullest extent needed.	All teachers will instruct students on how to utilize Google Classroom to its fullest extent needed.
Teachers will create opportunities for students collaboration throughout all subject areas.	Teachers will in person collaborate techniques, as well as remotely utilize breakout rooms in google meet, or other various virtual techniques to create opportunities for students collaboration throughout all lessons daily.	Teachers will utilize breakout rooms in google meet, or other various virtual techniques to create opportunities for students collaboration throughout all lessons daily.
Through the use of various grouping methods supported by our core curriculums, teachers prioritize personalized learning across all students.	Through the use of various grouping methods supported by our core curriculums, teachers prioritize personalized learning across all students, through various in-person and technological means.	Through the use of various grouping methods supported by our core curriculums, teachers prioritize personalized learning across all students utilizing small group and individual interactions with students virtually

4. Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

In-Person Instruction	Hybrid Model (Combo of in-person and distance learning)	Distance Learning Only
Utilize and demonstrate online tools in the in-person instruction to facilitate transition to online learning if needed. All current curriculum programs will be used.	Utilize and demonstrate online tools in the in-person instruction to facilitate transition to online learning if needed. All current curriculum programs will be used.	Video tutorials to help students and families use digital resources. Paper supplements and schedules given. Paper/ pencils, cutting and hands on tasks are important to building skills at the K-1 level.
All current curriculum programs will be used such as EL, Everyday Math, and the next generation science curriculum via BOCES.	All current curriculum programs will be used such as EL, Everyday Math, and the next generation science curriculum via BOCES.	All current curriculum programs will be used such as EL, Everyday Math, and the next generation science curriculum via BOCES.
Communication will take place throughout the day. Teachers will be available by phone, email and Classroom	Communication will take place throughout the in-school day. Feedback given during online Meets and on interactive work online. Teachers will be available by phone, email and Classroom Teachers will be given time to handle questions and interactions regarding online instruction.	Teachers will provide feedback during Meets (small group, whole group and 1:1), interactive assignments, and photos of work handed in. Teachers will be available by phone, email and Classroom.
Certified teachers will provide in-person instruction.	Certified teachers will provide in-person and virtual instruction. Videos made by certified teacher(s) will be provided.	Certified teachers will provide both live and recorded instruction. Teachers will provide opportunities to interact in large groups, small groups and 1:1 virtually.

5. Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

In-Person Instruction	Hybrid Model (Combo of in-person and distance	Distance Learning Only
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	learning)	
<p>Instruction: Will be provided by teacher: Contact teacher through email or phone call. Technology: Support given by help desk/ video tutorials</p>	<p>Instruction: Will be provided by teacher: Contact teacher through email or phone call. Scheduled office hours. Technology: Support given by help desk/ video tutorials</p>	<p>Instruction: Will be provided by teacher: Contact teacher through email or phone call. Scheduled office hours Technology: Support given by help desk/ video tutorials</p>
<p>Classroom and special area teachers will consult and work with the ENL teacher to develop and implement a plan for communication. Families can contact school and teachers through email, phone and Meet.</p>	<p>Classroom and special area teachers will consult and work with the ENL teacher to develop and implement a plan for communication. Google translate, Read and Write for Google Chrome Families can contact school and teachers through email, phone and Meet. District Plan for disseminating Chromebooks, WiFi hotspots and support for families with multiple school age children who might need more than a computer or their network might not support multiple "live" users at a time.</p>	<p>Classroom and special area teachers will consult and work with the ENL teacher to develop and implement a plan for communication. Google translate, Read and Write for Google Chrome Families can contact school and teachers through email, phone and Meet. District Plan for disseminating Chromebooks, WiFi hotspots and support for families with multiple school age children who might need more than a computer or their network might not support multiple "live" users at a time.</p>
<p>Teachers will Scaffold/ differentiate lessons, use a variety of literature, various images displaying cultures and vocabulary, hands on, informal progress monitoring, screening</p>	<p>Teachers will Scaffold/ differentiate lessons, use a variety of literature, various images displaying cultures and vocabulary, hands on, informal progress monitoring, screening</p>	<p>Teachers will Scaffold/ differentiate lessons, use a variety of literature, various images displaying cultures and vocabulary, hands on, informal progress monitoring, screening</p>
<p>Assessment will take place daily informally and will formally take place at least weekly as it will inform and influence future lessons for students. Walberta uses assessment to inform instruction and considers all assessments as formative.</p>	<p>Assessment will take place while students are in school (not remotely). Informal and formal assessments will take place at least weekly as it will inform and influence future lessons for students. Walberta uses assessment to inform instruction and considers all assessments as formative.</p>	<p>Teachers will assess student learning remotely via google meets, google classroom and submitted work.</p>



► Special Education Required Notices

1. Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free 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.

Westhill CSD will address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education services. The District will process and maintain additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction. Program managers will facilitate meetings (in-person, virtual, or via email) with appropriate stakeholders to discuss student progress and needs.

Formative assessment and ongoing monitoring of student progress will be documented and maintained through Frontline IEP. Parents will receive quarterly progress reports identifying student progression towards IEP goals.

2. Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.

Westhill CSD will document the programs and services offered and provided to students with disabilities in parents' preferred language or mode of communication. Parents will receive Prior Written Notice (PWN) of the CSE recommendations following the annual review meeting as well as a copy of their child's IEP. The District will maintain documentation on the instruction and services provided to each student. The IEP will reflect the recommended programming and related services. Program managers will maintain records of progress monitoring and the implementation of programs, services, and accommodations.

3. Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

Westhill CSD will ensure meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of IDEA. Such preferred languages currently include English, Arabic, and Spanish. Parents will also be offered the option of communication via telephone, videoconference, postal mail, or email.

4. Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

The CPSE will maintain communication with agencies and providers regarding how services will be implemented and plans for monitoring and communicating student progress to stakeholders. The primary mode of this communication will be via email and telephone.

The CSE and program managers will maintain communication with educators and providers regarding the services identified on the IEP and the plans for monitoring and communicating student progress to stakeholders. The primary mode of this communication will be via team meetings, email, and the use of shared documents.

5. Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The District will ensure each student with an IEP has access to appropriate technology (including assistive technology) to meet the unique needs of the student. Program managers will ensure that student accommodations, modifications, supplementary aids and services are available. During hybrid learning situations, the program managers will maintain documentation regarding any changes to instruction and services. Such documentation will be uniform across the district. Parents will receive communication summarizing decisions made in relation to their child's individual needs.

► Bilingual Education & World Languages Required Notices

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

The Home Language Questionnaire will be given to all students/families upon registration. Students whose Home Language Questionnaire indicates that they speak another language at home are referred to an ENL teacher who then completes an individual interview. Depending on the results of the interview, the NYSITEL is administered by a certified ENL teacher.

For students whose Home Language Questionnaire indicates a language other than English that enter with an IEP, the Language Proficiency Team assembles and determines whether or not to proceed with the NYSITEL depending on the student's disability. Depending upon the results of the above, identified students are placed in an ENL program within each building to receive services from certified ENL teacher. NYSITEL results are recorded on HLQ.

Progress monitoring will take place using multiple tools and data points including, but not limited to, the NYSITELL, NYSESLAT, AIMSweb, ENL TOMS-based progress reports (K-6).

Note: For the interview and NYSITEL, the teacher would wear masks or facial shields that make his/her mouth visible.

2. Each school and/or district reopening plan must provide required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. [Units of Study and Staff Requirements: ENL \(K-8\)](#) [Units of Study and Staffing Requirements: ENL \(9-12\)](#) [Additional Units of Study and Staff Requirements for TBE](#) Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.

Units of study will be provided through push in and co-teaching models as much as possible. Additional units of study will be provided if necessary based on student need. Entering and

emerging students may still be pulled from classes or to small area of class to receive appropriate instruction. It will be important that all ENL students are placed together in each grade level (same class or same cohort) to limit traveling between classes as much as possible. During the remote portion of hybrid instruction, ENL teachers will help classroom/content teachers to modify curriculum as needed and may teach content to ENL students via google meet or in breakout groups from the classroom teacher's tele-instruction.

ENL teachers will maintain Google Classrooms throughout the year and utilize educational technology tools and software with their students. The district provides Chromebooks to students as needed. ENL teachers will monitor use and implementation to make sure all students have necessary tools to be successful. The team will assist with getting the materials to the families and with the understanding of the technology platforms utilized by the district.

Teachers will stay up to date with the most recent effective strategies for teaching ENL by taking advantage of RBERN (BOCES) course offerings on ELL and Bilingual education, as well as seeking out professional development opportunities offered by TESOL.

To ensure a culturally responsive framework, Westhill CSD ENL teachers strive to create a welcoming and affirming environment for students by taking the initiative to learn about student cultures and communities, build close relationships with students and families and utilize materials that represent and affirm the identities of our student population.

The Westhill CSD ENL teachers hold students to a high standard and seek to challenge them while adapting their teaching to their individual and diverse learning styles. They seek out professional learning opportunities that will help to improve their teaching practices as well as uncover implicit bias within themselves. Acting as a support to both our students and their families, the team hopes to elevate marginalized voices and empower students to be leaders and agents of social change.

3. Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication (e.g. text, robocalls, Whats App, emails...).

Westhill CSD will have all important communication documents and surveys translated to parents' preferred language. Teams at each school will set up translation services for any family that needs assistance. The communication to ELL families occurs on a regular basis from the teaching team and school. ENL teachers will provide parents with all necessary resources from NYSED

<http://www.nysed.gov/bilingual-ed/parent-engagement>

An ENL teacher will provide Parent Orientation for new ELL families in the district. Letters will be sent home in the parents preferred language notifying them of their child's services and proficiency level.

All COVID-19 resources on the website will be available in the parents' preferred language as well.

► Teacher & Principal Evaluation System Required Notices

1. Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's

charter), including any variance applications approved by the Department.

The District's APPR plan will be fully implemented in compliance with Ed LaW 3012-D. Each educator's evaluation shall include at least one required student performance measure (SLOs for teachers; SLOs or an input model for principals).

The district shall review their current systems for developing and implementing student performance measures in light of the plans for teaching and learning.

The district shall review the assessment(s) that were chosen as the evidence of student growth in the approved APPR plan to ensure that these assessment(s) are aligned with their instructional plans for the coming school year and do not result in any testing of students that is not necessary to support teaching and learning.

The district shall review the processes for setting growth targets and measuring student growth to ensure strong alignment to instructional priorities. Elements of the teacher and principal practice rubrics selected by the district shall be reviewed to determine the priority areas depending on the given instructional model.

The district shall review the practice rubrics in collaboration with their educators to determine the types of evidence that could be collected and used for evaluation in each instructional model with the priority on collecting authentic evidence of practice that can be used to provide feedback and support to educators.

► Certification, Incidental Teaching, & Substitute Teaching Required Notices

1. Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

In response to the COVID-19 crisis, the superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment.

The district shall continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year.