



July 31, 2020

Dear Williamsville Families,

Our School Reopening Committee has completed its meetings and reviewed our work together. Our goal from the beginning was to formulate a plan that would make all students and staff safer when we return to school this September. I wanted to let everyone know where our plan stands today as we submitted our list of assurances to New York State yesterday. I am attaching these to this letter so you can review them at your convenience. Some key points for this plan include:

1. Parents should take the temperature of their children each day before school and report it via WITS. If students are sick they should stay home.
2. All students, parents, teachers, and staff members should wear a mask whenever they are on school property beginning with each child's bus ride.
3. Students will attend school two days per week based on our proposed hybrid model. Group A will be students with last names A-L and attend school on Mondays and Tuesdays. Group B will be students with last names M-Z and attend school on Thursdays and Fridays. Students in our ESL program will attend school Monday, Tuesday, Thursday, and Friday. Students who are in a special class will be attending school each day. Wednesdays will be used for online learning and professional development for teachers as well as for deep cleaning of our schools.
4. Students will need to maintain social distance while in school and wash hands with soap and water at different times during the school day.
5. If you decide you would like your children to attend school online only, you will have that option. More details on this option will be shared in the coming weeks.

We are working through a number of other details regarding our plan with our principals, teachers, and parents over the coming weeks. If you would like to review the presentation from our meeting yesterday we are including it here on our website. We also would like to invite each of you to a meeting on Wednesday, August 12<sup>th</sup> at 6:00 PM via Zoom to hear more details of our plan as well as have the opportunity to ask questions and talk with administrators. More information to attend this meeting will come out next week.

Thank you for your support as we work to keep everyone as safe as possible during this pandemic.

Sincerely,

A handwritten signature in blue ink, appearing to read "Scott G. Martzloff".

Scott G. Martzloff, Ed.D  
Superintendent of Schools

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## MANDATORY ASSURANCES – Communication/Family and Community Engagement

1. The school and/or district engaged 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) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

**The school and/or district engaged with school stakeholders and community members when developing reopening plans. This group included 13 administrators, eight teachers, and 17 parents. In addition, a committee comprised of stakeholders was convened to discuss best practices and expectations for remote learning. This group was comprised of eight administrators, nine teachers and three parents.**

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. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.

**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. Information will be communicated through regular mail, WITS Mail, e-mail, text messages, social media (Twitter and Facebook), and on the District's and associated schools' webpages.**

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.

**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. In all three models (in-person, hybrid, or remote learning) the school and/or district will ensure all students are taught and trained to follow new COVID-19 protocols safely and correctly through visual learning, including demonstrations, signage, videos, and other informational material.**

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."

**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. In all**

**three models (in-person, hybrid, or remote learning) the school and/or district will ensure all students are taught and trained to follow new COVID-19 protocols safely and correctly through visual learning, including demonstrations, signage, videos, and other informational material.**

5. The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

**For families of English language Learners (ELLs), parents and other persons in parental relation are provided with information in the language and mode of communication that they best understand. The Williamsville Information Tracking System (WITS) is used to record their preferred language and mode of communication to ensure parents/guardians understand the information they receive on behalf of their child. Written and oral translations of school district information are available and utilized as required and necessary. The Williamsville Central School District web site also utilizes a translation feature with over 100 languages. In addition, the district maintains a list of approved individuals to provide interpretation and translation services to parents/guardians. These services are utilized to provide information to parents/guardians in their preferred language and mode of communication as documented in WITS. Telephonic interpreting is available to all school personnel. This service allows immediate communication with parents/guardians of ELLs in their preferred language. The district plans to utilize required additional translation services for communications to families in their home languages. The district web site is ADA compliant allowing for access to those with visual/or hearing impairments.**

## MANDATORY ASSURANCES-Health and Safety

1. **Review and Consider the Number of Students and Staff Allowed to Return in Person**
  - Ability to maintain appropriate social distancing or face coverings
  - PPE and face covering availability
  - Availability of safe transportation
  - Local hospital capacity as per ECDOH
  
2. **District Reopening Plans Must Engage with School Stakeholders and Community Members**
  - Reopening Committee Meetings held on 7/15/20, 7/23/20, and 7/30/20 and included:
    - Administrators
    - Faculty and Staff
    - Teachers
    - Parents and Guardians
    - Healthcare Providers
    - Guidance documents from CDC, NYSED, NYSDOH, and ECDOH
  
3. **Communication Plan for Students, Parents/Guardians, Staff, and Visitors**
  - Signage throughout the building on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering
  - Hand washing is the primary way to clean your hands. Hand washing should be done with soap and water for at least 20 seconds. Hand sanitizer should only be used if soap and water is not available. Hand sanitizer works best on clean hands. Hands should be rubbed with sanitizer until completely dry. CDC handwashing videos that are age appropriate are available to students, staff and parents/guardians.
  - Contagious disease notification for COVID-19 cases or suspected cases.
  - Procedure for sick child pickup. Parent/guardian should stay in their car and call to announce their arrival. The sick child will be escorted out at a safe distance, while wearing PPE, to have the parent/ guardian sign the student out.
  - Education to parents to be on the alert for signs of sickness in the children and keep them home when they are sick.
  - Remind/educate students and staff to stay home if they feel sick.
  - Review and understand the process for staff calling in sick. Tracking of student and staff illnesses.
  - Education to staff and students on wearing, putting on and removing face covering and/or Personal Protective Equipment (PPE). Fact sheets are available to students and staff.
  - Communicate the importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
  - Ensure that PPE, cleaning supplies, face coverings of appropriate size are available.
  - Re-enforce that proper cleaning procedures are followed.
  - Train unlicensed personnel on proper temperature taking procedures and signs of illness.

4. **Observing for Signs of Illness in Students and Staff Protocol**

- Students and staff exhibiting the following signs with no other explanation will be sent with their face covering on their mouth and nose to the designated isolation room for an assessment by the school nurse:
  - Flushed cheeks;
  - Rapid or difficulty breathing (without recent physical activity);
  - Fatigue, and/or irritability; and
  - Frequent use of the bathroom
- If a school nurse is not available, the parent/guardian will be contacted to pick up their ill child or the staff member will be sent home.

5. **Daily Temperature and Health Screening Protocol**

- Health screening questionnaires with temperature screening will be conducted at home prior to coming to school for all students and staff members.
- Students and/or parents/guardians of students and staff are required to notify the school when they develop symptoms of COVID or if their answers to the health screening questionnaire change during or outside school hours.
- Parents/guardians and staff members will be provided with resources to educate them regarding careful observation of COVID-19 symptoms:
  - Fever (100 degrees F or greater) or chills;
  - Cough;
  - Shortness of breath or difficulty breathing;
  - Fatigue;
  - Muscle or body aches;
  - Headache;
  - New loss of taste or smell;
  - Sore throat;
  - Congestion or runny nose;
  - Nausea or vomiting; and/or
  - Diarrhea
- Parents/guardians and staff will be instructed that any student or staff member with a temperature of 100 degrees F or greater and/or symptoms of COVID-19 must stay home and not report to their school building. For any student or staff member already in the building, they will be isolated immediately in the supervised designated isolation room and will be sent home immediately. Such individuals will be referred to a healthcare provider and will be provided with COVID testing resources.

6. **Assessment of Ill Students and Staff Protocol:** (see #7)

7. **COVID-19 Health Screening and Isolation Protocol**

**A. MONITOR:**

- Staff, parents/guardians of students, and students will self-monitor for signs and symptoms of COVID-19 daily, including temperature monitoring and will immediately report signs or symptoms to their building of attendance. No individual, including visitors, guests, contractors, and vendors will be allowed in the school building without completing a health screening, including a temperature check.
- Staff or students who are sick or answer “yes” to daily health screening questions must stay home, not report to school, and notify their building of attendance. Additional follow-up is required before the individual can enter the school building.

**B. IDENTIFY:**

Anyone who answers “yes” to any of the following questions:

- Have you experienced symptoms such as fever or chills, body aches, cough, shortness of breath, sore throat, nasal congestion or runny nose, nausea, vomiting or diarrhea, or new loss of taste and/or smell in the past 14 days?
- Have you tested positive for COVID-19 in the past 14 days?
- Have you had contact with anyone confirmed or suspected of having COVID-19 in the past 14 days?
- Have you traveled internationally or to a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the past 14 days?

**IF anyone answers “YES” to any of the above questions, FURTHER SCREENING AND ASSESSMENT IS REQUIRED by the school nurse. If the individual is in the building and the school nurse suspects the person may have COVID-19 or the school nurses’ assessment determines that the individual may be infectious, proceed to #3.**

**C. ISOLATE:**

Manage all individuals suspected of being at risk for COVID-19 with care. The school nurse will use appropriate personal protective equipment (PPE), including gown, N95 mask, and face shield when assessing the individual. Temperature will immediately be taken to assess for fever. If surgical masks are not already on, place surgical face mask on the individual and any persons accompanying the individual. Screen accompanying persons for symptoms, including fever (temperature 100 degrees Fahrenheit or more). Isolate any individual that is suspected of being infectious by maintaining a distance of at least six feet between the ill individual and others, including yourself. Log names of all individuals that came into close contact (within 6 feet) of any individual meeting the above criteria.

**D. INFORM:**

For all individuals meeting the criteria for COVID-19 testing, immediately call the district nurse practitioner at 626-8096 to alert her of the situation. The district nurse practitioner will work with the local Health Department (ECDOH) for further guidance and will then direct you on next steps. Alert your building principal by phone and request that no movement occur in the building until the health department provides further guidance. The principal will initiate shelter in place to eliminate movement throughout the building. The district

nurse practitioner will notify the assistant superintendent for exceptional education and student services and they will then advise the building nurse and the building principal on next steps. The school physician will be notified by the district NP for consultation after the district NP has called the DOH. The parent will be contacted as soon as possible by either the school nurse, building principal or the district nurse practitioner. Arrangements for student pick-up and medical referral and follow-up will be made immediately. Required guidelines for cleaning and disinfection will occur. For COVID-19 positive individuals, contact tracing between the school district and DOH will occur. Subsequent follow-ups with notifications for individuals who have come into close or proximate contact with a person with COVID-19 will occur and confidentiality will be maintained.

**E. RETURN TO SCHOOL:**

The requirements for returning to school for all individuals (student or employee) after a suspected or confirmed case of COVID-19 or for all individuals who had close or proximate contact with a person with COVID-19 or for all individuals that traveled internationally or to a state with widespread community transmission of COVID-19 per the NYS Travel Advisory will be established in conjunction with the District NP and ECDOH utilizing the most current NYSDOH and ECDOH protocols at that time. Confidentiality must be maintained as required by federal and state law and regulations.

**For COVID-19 negative individuals:**

- Documentation must be submitted from a health care provider following evaluation to include negative COVID-19 diagnostic test result, symptom resolution, and clearance to return to school/work based on the DOH's most current protocols.

**For individuals with a suspected or confirmed cases of COVID-19 OR for individuals who had close or proximate contact with a person with COVID-19:**

- The individual must have a release from isolation or quarantine following the most current DOH protocol.
- Employees returning to work will comply with the DOH's "*Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure*" document. [https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh\\_covid19\\_publicprivateemployeeereturntowork\\_053120.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivateemployeeereturntowork_053120.pdf)
- All return to school matters will be conducted in consultation with the ECDOH and District NP and/or School Physician.
- When COVID-19 positive cases are discovered at school, the closure of areas or classes where individuals were infected or the entire school building will be determined in consultation with the ECDOH.

**8. Visitors, guests, contractors, and vendor health screening - see #7**

- Health screenings including daily temperature checks and completion of a screening questionnaire are required for students, staff, contractors, visitors, guests, and vendors.

9. **Signs of Illness Requiring Parents to Keep Their Child Home Protocol** – see #5 and below

- Parents/guardians and staff members will be provided with resources to educate them regarding careful observation of COVID-19 symptoms:
  - Fever (100 degrees F or greater) or chills;
  - Cough;
  - Shortness of breath or difficulty breathing;
  - Fatigue;
  - Muscle or body aches;
  - Headache;
  - New loss of taste or smell;
  - Sore throat;
  - Congestion or runny nose;
  - Nausea or vomiting; and/or
  - Diarrhea
- Parents/guardians and staff will be instructed that any student or staff member with a temperature of 100 degrees F or greater and/or symptoms of COVID-19 must stay home and not report to their school building. For any student or staff member already in the building, they will be isolated immediately in the supervised designated isolation room and will be sent home immediately. Such individuals will be referred to a healthcare provider and will be provided with COVID testing resources.

10. **Hand and Respiratory Hygiene for Staff and Students Protocol and Signage**

- Hand washing is the primary way to clean your hands. Hand washing should be done with soap and water for at least 20 seconds. Hand sanitizer should only be used if soap and water is not available. Hand sanitizer works best on clean hands. Hands should be rubbed with sanitizer until completely dry. CDC handwashing videos that are age appropriate are made available to students, staff, and parents/guardians.
  - Signage will be posted throughout the building on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering
- **Signage:**

**General (48 CDC Posters)**

<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-11x17-en.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>

### **Personal Responsibility to Protect Against the Virus**

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/sick-with-2019-nCoV-fact-sheet.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-coverings-information.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention-H.pdf>

[https://coronavirus.health.ny.gov/system/files/documents/2020/04/13067\\_coronavirus\\_protectyourself\\_poster\\_042020.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/04/13067_coronavirus_protectyourself_poster_042020.pdf)

[https://www.cdc.gov/flu/pdf/protect/cdc\\_cough.pdf](https://www.cdc.gov/flu/pdf/protect/cdc_cough.pdf)

[https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf)

[https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf)

<https://www.osha.gov/Publications/OSHA3994.pdf>

### **Hand washing**

[https://www.cdc.gov/handwashing/pdf/19\\_309599-A-Frankson\\_Handwashing.pdf](https://www.cdc.gov/handwashing/pdf/19_309599-A-Frankson_Handwashing.pdf)

[https://www.cdc.gov/handwashing/pdf/keep-calm-wash-your-hands\\_11x17.pdf](https://www.cdc.gov/handwashing/pdf/keep-calm-wash-your-hands_11x17.pdf)

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

<https://www.cdc.gov/handwashing/pdf/18-294906-germs-are-everywhere-p.pdf>

<https://www.cdc.gov/handwashing/pdf/294906-handwashing-superhero-boy-p.pdf>

### **Social Distancing**

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>

[https://www.cdc.gov/coronavirus/2019-ncov/downloads/316129-B-StayHomeFromWork\\_Poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/316129-B-StayHomeFromWork_Poster.pdf)

<https://www.isri.org/docs/default-source/covid19/covid-19-tips-letter.pdf?sfvrsn=0>

### **Entryway Signs**

[https://coronavirus.health.ny.gov/system/files/documents/2020/03/13066\\_coronavirus\\_novisitors\\_poster.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/03/13066_coronavirus_novisitors_poster.pdf)

[https://www.cdc.gov/coronavirus/2019-ncov/downloads/316129-B-StayHomeFromWork\\_Poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/316129-B-StayHomeFromWork_Poster.pdf)

<https://www.creativesafetysupply.com/signs/coronavirus-covid-19-signs/>

### **OSHA Posters NOT FREE**

<https://www.osha4less.com/shop-all-departments/covid19.html>

## Daycare Program

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/daycare-1200px675px.jpg>

### 11. **Social Distancing for all Persons Protocol**

- Social distancing also called “physical distancing” means maintaining 6 feet of space between individuals.  
Student groupings will remain as static as possible by having the same group/cohort of students stay together throughout their school day.
- The size of groups/cohorts of students will be determined by the number of students who can be in each classroom while maintain 6 feet of physical distancing,
- Arrival and dismissal times will be staggered to allow for physical distancing of students on buses, classrooms, and within the school building.
- Designated areas for student drop off and pick up will be identified and number of entry points will be limited as much as possible.
- In-school movement will be reduced where possible by keeping the same students within a defined area or classroom and modifying class schedules or class transitions as follows:
  - Whenever possible, the same cohort of students will remain with the same teacher each day
  - Curriculum extension teachers will go to individual classrooms when possible. Music and PE class will be held outside, when possible and when not possible physical distancing guidelines of 6 feet or more between students will be maintained. Distance of 12 feet or more will be maintained for activities requiring the projection of voice (e.g. singing) or playing a wind instrument or aerobic activity.
  - Whenever social distancing cannot be maintained, face coverings must be worn.
  - Transitions in hallways will follow one-way directional patterns.
  - Restroom breaks will be staggered with limited occupancy to allow for physical distancing.
  - Student desks will all face the same direction.
  - When applicable, windows and doors will be opened to improve ventilation.
  - Individual student belongings will be kept separately. Use of shared items will be limited and cleaned appropriately between use by cohorts of students.

### 12. **Accommodations to All Students and Staff who are at High Risk or Live with a Person at High Risk**

- Medically vulnerable/high risk groups may be at an increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing.
- Individuals in these groups will need to consult with their healthcare provider(s) such individuals may include:
  - Persons age 65 and older;
  - Pregnant individuals;
  - Persons with underlying medical conditions including, but not limited to:

- Chronic lung disease or moderate to severe asthma
- Serious heart conditions
- Immunocompromised
- Severe obesity (BMI of 30 or greater)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Sickle cell anemia
- Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease.

13. **Face Covering Protocol for Employees, Visitors, and Students**

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms.
- Cloth face coverings are not surgical masks, respirators, or other medical PPE.
- All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance.
- The District will provide acceptable face coverings to employees and maintain an adequate supply.
- Employees are allowed to wear their own acceptable face covering.
- Arrangements will be made to individuals who cannot medically tolerate face coverings when healthcare provider documentation is provided.
- 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).
- All students and staff members must wear cloth face coverings:
  - Whenever they are within 6 feet of someone;
  - In hallways;
  - In restrooms; and
  - In other congregate settings, including buses.
- For optimal protection, when worn, face shields must be use with a face mask and:
  - Extend below the chin anteriorly;
  - There should be no exposed gap between the forehead and the shield’s headpiece;
  - Only be worn one person per shield;
  - Be cleaned between use; and
  - The wearer should wash their hands after removing the shield and before putting it on.
- Students, parent/guardians, staff, visitors, contractors, and vendors will be instructed 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.

14. **PPE Supplies**

- Required Personal Protective Equipment (PPE)
  - Gloves
  - Face Coverings/masks
  - Face shields (when applicable)
  - Respirator (N95 or equivalent) for school nurses
  - Gowns
    - Face coverings/masks, gloves, gowns and hand sanitizer are made available by the District. Personal Protective Equipment (PPE) must be used and disposed of properly. Information on the appropriate use and disposal of Personal Protective Equipment (PPE) is made available to all staff.
    - If hand soap, paper towels, hand sanitizer, gowns or face coverings are not available, an administrator or custodian must be immediately notified.
    - Hand Washing before putting on gloves and after glove removal is very important. If hand washing facilities are not available, hand sanitizer may be used.

15. **Confirmed Case of COVID-19 in School Building Protocol**

**For individuals with a suspected or confirmed cases of COVID-19 OR for individuals who had close or proximate contact with a person with COVID-19:**

- The individual must have a release from isolation or quarantine following the most current DOH protocol.
- Employees returning to work will comply with the DOH's *"Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"* document. [https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh\\_covid19\\_publicprivateemployeeerturntowork\\_053120.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivateemployeeerturntowork_053120.pdf)
- All return to school matters will be conducted in consultation with the ECDOH and District NP and/or School Physician.
- When COVID-19 positive cases are discovered at school, the closure of areas or classes where individuals were infected or the entire school building will be determined in consultation with the ECDOH.

16. **Return to School Following COVID Positive Test or Following Quarantine - see #7 and #15**

**For individuals with a suspected or confirmed cases of COVID-19 OR for individuals who had close or proximate contact with a person with COVID-19:**

- The individual must have a release from isolation or quarantine following the most current DOH protocol.
- Employees returning to work will comply with the DOH's "*Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure*" document. [https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh\\_covid19\\_publicprivateemployeeerturntowork\\_053120.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivateemployeeerturntowork_053120.pdf)
- All return to school matters will be conducted in consultation with the ECDOH and District NP and/or School Physician.
- When COVID-19 positive cases are discovered at school, the closure of areas or classes where individuals were infected or the entire school building will be determined in consultation with the ECDOH.

17. **Cleaning Protocol**

**Normal Cleaning Protocol**

Reference Appendix A: District Cleaning Procedures

**Enhanced Cleaning Protocol\***

**During Building Occupancy** - Periodic/interval cleaning for high touch areas

1. Disinfect Stairwell railings, door handles/crash bars; EPA approved disinfectant wipes or EPA approved disinfectant solution
2. Disinfect Water fountains; EPA approved disinfectant wipes or EPA approved disinfectant solution
3. Disinfect Elevator buttons; EPA approved disinfectant wipes or EPA approved disinfectant solution
4. Disinfect restrooms; handles, faucets, countertops, sinks, toilets, hand dryers; EPA approved disinfectant wipes or EPA approved disinfectant solution

**After Building Occupancy** - Specifically in areas of known occupation

1. Neutral clean (Soap and water) all hard surfaces and high touch surfaces first
2. Disinfect tables, desks, countertops; EPA approved disinfectant wipes or EPA approved disinfectant solution
3. Disinfect light switches, phones, keyboards, door handles; EPA approved disinfectant wipes or EPA approved disinfectant solution
4. Disinfect restrooms; handles, faucets, countertops, sinks, toilets, hand dryers;
5. EPA approved disinfectant wipes or EPA approved disinfectant solution

6. Disinfect water fountains, door handles/crash bars, stairwell railings; EPA approved disinfectant wipes or EPA approved disinfectant solution

\*Based on CDC Cleaning and Disinfecting Procedures for COVID-19.

18. **Safety Drills with Modifications Ensuring Social Distancing Protocol** – see also #11
  - Modifications to evacuation drill protocols may include, but are not limited to:
    - Conducting drills on staggered schedules where classrooms evacuate separately rather than all at once.
    - Appropriate social distance is kept between students to the evacuation site.
  - Modifications to Lockdown Drills may include, but are not limited to:
    - Lockdown drills conducted in classroom setting while maintaining social distancing and wearing face coverings;
    - Lockdown drills conducted on a staggered schedule with smaller number of students present to maintain social distancing
    - Conduct lockdown drill in classroom without “hiding” / “sheltering” but provide an overview of how to shelter or hide in the classroom.
19. **Before and Aftercare Programs Reopening Plan**
  - Requirements for social distancing, PPE usage, and cleaning and disinfection.
  - Assessment of risk of COVID-19 transmission.
  - Cohorts will be maintained.
20. **COVID-19 Safety Coordinator**
  - Resource persons will include school nurses, District NP, school physician, coordinator of student services, building and District administrators familiar with the district plan.
  - District NP and/or school physician along with the school nurse and ECDOH will be consulted regarding COVID-19 positive cases.

MANDATORY ASSURANCES – Facilities

1. Each school and/or district reopening which include 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.

***The District understands the fire prevention and building code requirements. The District's Safety Risk officer will distribute and be available to explain the requirements to each school building principal.***

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

***The District will complete its normal process for reviewing and completing the 2020 Building Condition Survey and Visual inspection requirements.***

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.

***The District will complete its normal process for gathering and testing water taps as required by NYS DOH regulation 67-4.***

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 is in accordance with FCNYS 2020 Section 5705.5.

***The District Facility Department has reviewed the alcohol-based sanitizer requirements and all orders made by the District comply with FCNYS 2020 Section 5705.5.***

5. Each school and/or district reopening plan which include 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.

***The District's reopening plan does not include the installation of dividers in spaces. If dividers are considered for use it will contact the OFP to discuss their use and seek their review of them as needed.***

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

***The District understands the new building construction and temporary project review requirement. There are no plans by the District to complete this type of work in the District that are included in our school reopening plan.***

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

***The District understands the lease of space OFP review requirement. There are no plans by the District to enter into a lease of space in our school reopening plan.***

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

***The District understands that the use of temporary or permanent use of tents must adhere to BCNYS. There are no plans by the District to use temporary or permanent tents in our school reopening plan.***

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.

***The District understands the need to meet BCNYS's minimum standards for toilet and sink fixtures. Appropriate counts have been completed in each school that confirm it is meeting these standards.***

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.

***The District has bottle filler units installed that meet the drinking water availability requirement.***

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 is following the appropriate code air ventilation requirements for all of our schools.***

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.

***The District does not have a project submission to the OFP. However, if this were to occur it would label them "COVID-19 Reopening".***

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

***The District will follow BCNYS Section 2606 requirements for the use of plastic separators.***

MANDATORY ASSURANCES-Child Nutrition

1. Each school and/or district reopening 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 District Child Nutrition program understands and will meet the student meal requirements for both in-school and remote learning students.***

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

***The District's Child Nutrition program will meet all applicable health and safety guidelines.***

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

***The District and the Child Nutrition department understands the importance on enacting safety measures that address food allergies. These measures are being addressed appropriately where needed.***

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's reopening includes protocols and procedures on student hand hygiene that includes before and after eating.***

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.

***The District reopening plan includes cleaning and disinfection procedure that are applicable to all aspects of operating the Child Nutrition program.***

6. Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA — for charter schools that are part of a district's SFA, the plan must ensure communication with the district regarding food serve requirements).

**The District's reopening plan will comply with the normal New York State Education Department Child Nutrition program requirements.**

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.

***The District will adhere to all required communication protocols for the Child Nutrition program.***

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

***The District will utilize appropriate methods per New York State and Department of health guidelines when students are consuming meals.***

MANDATORY ASSURANCES- Transportation

1. Each school and/or district reopening 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.

***All school buses used each school day will conform to the applicable cleaning and disinfecting guidance.***

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.

***School bus high contact spots will be wiped down per the applicable cleaning and disinfecting guidance.***

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.

***School buses will not be supplied with combustible hand sanitizer.***

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

***The District's transportation carrier's safety plan addresses the requirement that personal hand sanitizers are not carried on to school buses.***

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.

***School bus drivers, monitors, attendants and mechanics will wear appropriate PPE.***

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.

***The District's transportation carrier's safety plan addresses all COVID-19 staff training requirements.***

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.

***The District's transportation carrier's safety plan addresses all COVID-19 staff training requirements.***

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

***The District's transportation carrier's safety plan provides the necessary PPE to drivers, monitors and attendants in compliance with all COVID-19 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.

***The District's transportation carrier's safety plan addresses the placement and directive use of hand sanitizers at their garage/depot locations.***

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.

***The District's transportation carrier's safety plan addresses the usage of gloves and is in compliance with all COVID-19 requirements.***

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.

***The District's transportation carrier's safety plan addresses the requirement for self-health assessment for symptoms of COVID-19.***

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

***The District reopening plan requires that all students wear a mask on a school bus as long as they are physically able to do so.***

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

***The District will provide masks to students who do not have one when they wish to board a school bus thereby ensuring that all students are provided access to school bus transportation.***

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

***The District will provide masks to students who do not have one when they wish to board a school bus thereby ensuring that all students are provided access to school bus transportation.***

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.

***The District will work with parents and students with disabilities who are not able to wear a mask due to their disability on a transportation plan.***

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

***The District's student education plan for health and safety for COVID-19 will comply with New York State and Department of Health guidance.***

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's student education plan for health and safety for COVID-19 will comply with New York State and Department of Health guidance.***

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.

***If the District is in remote session it will provide transportation services to students attending nonpublic schools and individualized education programs outside of the district's boundaries as long as the transportation does not conflict with Executive Orders, New York State and Department of Health guidance.***

## MANDATORY ASSURANCES-Social Emotional Well-Being

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

**The first year of the Comprehensive Counseling Plan was enacted during the 2019-2020 school year. Due to the school closure that occurred in March 2020, a full implementation of the program and the annual review of the program was not possible. The continued situation regarding the pandemic provides an opportunity for that review to take place at the onset of the 2020-2021 school. This opportunity provides the schools of the WCSD to re-envision and renew their capacity and commitment with an increased sense of urgency to be welcoming, supportive, inclusive, and equitable in their delivery of social and emotional supports. To that end, each school will use the Comprehensive Counseling plan of 2019-2020 to determine the SEL lessons from their curriculum map that will be considered essential for delivery via all three platforms (in-person, hybrid, remote) and which lessons would be more appropriate for a specific platform. From there the school teams will prioritize lesson at a Tier 1 to ensure the intentional and meaningful inclusion of social emotional learning for all students and families.**

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.

**Fortunately, the Williamsville Central School District and its affiliated schools all have established Wellness and Shared Decision-Making teams to monitor school climate and to forge plans for implementation of their intentional instruction for SEL at Tier 1, Tier 2, and Tier 3. Each school has a wellness team that addresses school wide activities (Tier 1,); smaller group activities (Tier 2); and individual student activities (Tier 3) to support mental and physical wellness. A foundation of the program is a whole child approach that supports the strengthening of the physical, social, emotional, and academic wellbeing of each student through experience-based opportunities for learning about themselves and/or their community (with in school and out school of the school boundaries). Each school is further supported by a District Wellness Council Board that advises, monitors, and supports the initiatives of each school. This multi-disciplinary council made up community and school representatives, including student participants, is charged with reviewing the annual Wellness Plan, the Comprehensive Guidance Plan, and the Code of Conduct. No matter the format for instruction in the 2020-2021 school year the Wellness Program will continue to conduct its work either in person or remotely.**

**Further, each school has a functioning and vital shared-decision-making team that will be conducting stakeholder surveys (parents, students, faculties) around a myriad of issues especially as they relate to social-emotional and academic learning and functioning. From there, each school will develop plans to support their community's social, emotional, and**

academic health. Each school will make available for viewing several videos the WCSD has commissioned to train the staff and students on issues of Trauma and Anxiety. The staff videos will be shown and discussed in small groups, the student videos will be shown providing some factual information regarding trauma and/or anxiety and then a discussion and/or experience will be led by the teacher, in order to deepen student learning, around the topic presentation in the video.

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.

**The WCSD is fortunate to employ a full-compliment of mental health professionals (psychologists, social workers, counselors) that work in each of our schools. These professionals will be tapped at the beginning of the school year to acute issues of fear, anxiety, and/or depression in our student body no matter what form of instruction is utilized (in-person, hybrid, remote). These professionals maintain a updated list of community mental health providers as referral resources for families that need mental health services beyond what can be provided at school. The mental health staff provide Tier 1 (in class group instruction), Tier 2 (small group work), and Tier 3(individual sessions) to support students mental health needs and they also provide direct instruction to the educational staff as to the general and student specific signs and symptoms of mental health distress in children. Finally, because of the extent and concerns of the current situation it is surmised that County wide resources will be referenced and utilized on a more extensive basis by the mental health staff as they support families; therefore, the district is planning to offer professional development in the matching of available resources to family/student need situations.**

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.

**The WCSD's plan to address professional development for faculty and staff on how to support students' questions, confusion, and anxiety around what have experienced and/or may continue to be experiencing due to the health emergency (illness, anxiety, trauma), economic crisis (loss of family employment, housing etc.), and social unrest (black lives matter).**

**Below is the list of the PD already offered or will be offered to teachers and staff to help the address these issues with their student and to create a caring compassionate classroom environment. All of these workshops take an embodied practice approach for the adults as well as the students. Breathe, notice, feel, and be present for our own well-being and that of our students.**

**Anxiety Training: Face it and Feel it**

**Adversity, Trauma, Pandemic(s): Trauma-Informed Educational Practices**

CDC Protocols on guidelines and best practices See Health and Safety Protocols and Assurances

Specific Protocols for their specific school building to be COVID Safe

Suicide Identification

Community Circles (Restorative Practices) utilized to teach CASEL's SEL Skills

Community Resources available for families

Annual Sexual Harassment Review

Annual DASA

MANDATORY ASSURANCES- School Schedules

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.

**With the adoption of the *hybrid model*, students would be attending school in person on a reduced, established schedule, with the remainder of their learning received digitally at home. This schedule includes one group of students (group A) attending school in person on Monday and Tuesday. The second group (group B) will attend school in person on Thursday and Friday. English Language Learners (ELLs) will attend school, in-person, on Monday, Tuesday, Thursday, and Friday. Students enrolled in our district self-contained classes which include 15:1, 12:1 and 8:1 will attend school, in-person, each day Monday-Friday.**

**The district is planned to implement a remote learning model if necessary.**

MANDATORY ASSURANCES-Attendance and Chronic Absenteeism

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.

**A system will be developed that allows the parent to electronically indicate daily attendance and absences. This system will be utilized whether the school district is implementing a hybrid or remote model.**

MANDATORY ASSURANCES- Technology and Connectivity

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 place of residence.

**The District will communicate with parents and administrators to ascertain the level of parent access to devices and high-speed internet in the home. Teachers will be surveyed to indicate their access to devices and high-speed internet in their place of residence.**

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 do not have sufficient access.

**The District will provide loaner devices to any students and teachers in need of a device. The District will explore how to best support students needing internet access to ensure students will have the access necessary for their instruction.**

3. Each school and/or district reopening plan must include how the 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 have sufficient access to devices or high-speed internet.

**The school or District plans will incorporate and utilize a variety of learning materials and resources, including print materials. It is critical that students/families are provided with technology access as this is the primary vehicle for the delivery of curriculum and instructional resources.**

## MANDATORY ASSURANCES- Teaching and Learning

1. Each school and/or district reopening plan has a continuity of learning plan for the 2020-21 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

### **In-person**

The district would implement the in-person instructional model, reflecting the schedule and instruction students receive when 100% of students are in school. (Required health and safety protocols are to be followed.)

### **Remote Learning**

The remote learning model would be implemented when students access their learning through a distance or virtual learning model.

### ***Elementary Schools***

At the elementary level, weekly calendars with cross-curricular daily plans will be developed by teacher teams/grade levels/areas that articulate the activities for the week. These reflect common class/grade level experiences. Teachers will provide access to learning plans directly to families/students. Learning websites using Google Classroom will be established by individual teachers to deliver the instructional program and further extend students' learning by presenting differentiated instruction, assignments, documents, and other resources. An array of engaging and standards-based learning activities will be planned for based on student abilities, needs, and learning styles. Teachers will use instructional tools and materials that are familiar to students and that they would utilize while physically at school. These tools will be utilized for instruction, new learning, skill practice, enhancement, creation, sharing, and for live or pre-recorded video for direct instruction. Google Meet will be utilized for instruction as well as connecting with students and families through video conferencing.

### ***Middle and High Schools***

At the middle and high school levels, teachers will present course learning and resources directly to students through the use of Google Classroom. Middle schools will establish learning websites/landing pages, which reflect teachers/teacher teams and that connect directly to teacher's Google Classroom and course materials. At the secondary level, print and video/technology resources will be reflected for each teacher's course/class. Teachers will use instructional tools and resources that are familiar to students and that they would utilize while physically at school. Google Classroom will be used for a variety of purposes including but not limited to demonstrations; document posting/sharing; discussion forum assignments with virtual dialogue, generating and responding to questions/comments; document-based exercises;

reading and responding; and PowerPoint presentations (with notes with embedded videos, links, and information on topics), and to share live or pre-recorded video for direct instruction. Google Meet will be utilized for instruction as well as connecting with students and families through video conferencing. Other Office hours will be offered to students digitally through Google Meet.

### ***Curriculum Extension and Other Curricular Areas***

K-12 areas of learning include curriculum extensions and other supports, interventions, and enrichment for students/families. Educators (e.g., art, music, librarians, gifted programming specialists, occupational therapists, physical therapists and COTAs, speech-language pathologists, English as a New Language, and physical education staff) will create learning opportunities and resources for students. The mindfulness, social emotional learning, and health/wellness staff and district committees have also produced resources that will be made available for students and families.

### ***G Suite for Education***

The District has committed to using the Google G Suite for Education district wide as our platform beginning in the 2020-21 school year. Many aspects of this platform have been utilized across the District for a number of years, and it offers several benefits to educators, students, and families. Our stakeholders have conveyed that they concur that it was important for our District to select, develop, and maintain a singular platform for use at the elementary, middle, and high school levels.

Tools in the G Suite platform include Google Classroom, Google Docs, Google Slides, Google Meet, and much more. As a resource designed specifically for educators and students within the K-12 environment, multiple opportunities exist for the effective organization of content and resources and the delivery of teaching and learning, providing feedback to and collaborating with students, and connecting and communicating with students in interactive and engaging ways. In addition, G Suite's streamlined yet dynamic structure allows for ease of use, accessibility, and customization. Other valuable learning and communication tools also work seamlessly with the platform, so the development of comprehensive, rich, and robust learning experiences can be achieved.

Common K-12 district resources including links/documents/tutorials were developed and updated in partnership with administrators and teachers, and these will be made available in a central location for parents, students, and staff.

### **Best Practices for Remote Learning**

Following is a summary of best practices for remote learning that were developed in collaboration with a range of stakeholders from the school community, including teachers, parents, building and district administrators. Feedback from parents derived from surveys, and parent input was also utilized to inform these best practices. All schools and teachers/educators are expected to utilize the best practices provided.

- A landing page or starting place is utilized for the school's instructional plan.
  - Other links/teacher resources are accessible from this location.
- A calendar and a weekly/daily plan are provided.
- A variety of engaging learning resources and opportunities are provided to students.
- Both review and new material are presented.
- Direct instruction is delivered. Large group and small group structures are utilized.
- Live, pre-recorded lessons, and video are utilized.
- Print materials are made available.
- Interactive lessons are provided.
- Meaningful practice is afforded.
- Additional supports are provided to students, as needed.
- Regular, substantive interaction is implemented daily as a critical component of academic, social, and emotional learning and supports.
- Teachers collaborate in a variety of ways regarding best practices, student learning and workloads, instructional plans, and communication to students and families.
- Expectations, tasks, and due dates are communicated/posted in a timely fashion.
  - Teachers/educators exercise flexibility, understanding, and reasonableness.
- A process for assignments/work to be submitted and reviewed is established.
- Meaningful feedback to students is provided.
- Workload and assignments are balanced between and among teachers.
- Formative assessments are utilized to support students and plan instructionally.
- Common grading policies are developed, communicated, and implemented.
- Teachers/educators communicate with their students and families using multiple means (e.g., phone calls, face-to-face, digital tools, emails, notes, etc.) for communication and engagement on a regular basis. A reply or response to parent/student emails is expected in a timely manner (within 24 hours).

Video messages are also utilized by teachers/educators and building administrators for communication with students/ parents.
- Messages/updates/reminders from buildings complement District communication.
- Parents and students direct questions to teachers and the building principal.

## Digital Citizenship Practices and Expectations

We are all adjusting to new learning experiences and new types of interactions. We all benefit when everyone shares the same expectations. Everyone is expected to adhere to all [District Acceptable Use policies](#), whether they are using a District-provided device or a personal device.

Students are expected to continue to give their best effort on assignments. They will submit their own work and use online tools appropriately. They will also keep their login information and passwords private, with the exception of sharing them with their parents, guardians, or teachers when necessary.

We will all respect the intellectual property of others. Work created by a student is his or her own intellectual property. Work created by an educator is his or her own intellectual property and/or the intellectual property of the Williamsville Central School District. No work, whether printed, audio, or video, should be shared, published, or duplicated without the author's permission.

There are expectations when interacting in a digital environment that apply to everyone participating in the conference as well as those who may be in the vicinity during the conference. Participation in video conferencing experiences is contingent on adhering to these expectations. Participants in video conferences and everyone in the vicinity of the video conference will:

- wear clothing that is appropriate for school.
- use language that would be appropriate in a school setting.
- be on time and ready to participate.
- be in an environment conducive for learning, such as at a desk or table or sitting on a couch or chair.
- keep themselves and their devices stationary during the conference.
- respect the direction of the organizer of the conference regarding whether video is on or off and whether mics are on or muted.
- use their own name when signing in to the conference.
- check that the background appearing on screen is free of any items that would not be appropriate in a school setting.
- ensure that a parent or guardian is aware they will be participating in a video conference.
- notify any household members in the vicinity that a video conference is occurring and that their image may be seen and their voices may be heard.
- be mindful that the chat feature may be visible by other participants.
- respect the privacy of others by not recording or taking pictures of any portion of the conference.
- be aware of background noise and use a headset when necessary to prevent disrupting the conference.
- make their teachers aware of any concerns they have about online interactions.
- be mindful of the attire of any small children who may be in the vicinity of a video conference.

## Hybrid Model

With the *hybrid model*, students would be attending school in person on a reduced, established schedule, with the remainder of their learning received digitally at home.

**With the adoption of the *hybrid model*, students would be attending school in person on a reduced, established schedule, with the remainder of their learning received digitally at home. This schedule includes one group of students (group A) attending school in person on Monday and Tuesday. The second group (group B) will attend school in person on Thursday and Friday. English Language Learners (ELLs) will attend school, in-person, on Monday, Tuesday, Thursday, and Friday. Students enrolled in our district self-contained classes which include 15:1, 12:1 and 8:1 will attend school, in-person, each day Monday-Friday.**

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

**The educational program to be delivered is based on a standards-based curriculum aligned to the New York State standards. Curriculum addresses what students should know, understand, and be able to do across all subjects/disciplines K-12. Teachers plan instruction aligned to the curriculum/standards.**

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

**The plan includes substantive interaction between teachers and students.**

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 state or local school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled time for students to interact and seek feedback and support from their teachers.

**All instruction will be developed so that whether delivered in-person remotely, or through a hybrid model due to a state or local school closure, there are clear opportunities for instruction that are accessible to all students. Opportunities will be aligned with State standards and include routine scheduled time for students to interact and seek feedback and support from their teachers.**

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).

Schools will 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 will to be accessible to all, available in multiple languages based on district 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).

Teachers/educators will communicate with their students and families using multiple means (e.g., phone calls, face-to-face, digital tools, emails, notes, etc.) for communication and engagement on a regular basis. A reply or response to parent/student emails is expected in a timely manner (within 24 hours). Video messages will be utilized by teachers/educators and building administrators for communication with students/ parents. Messages, updates, and reminders from buildings should complement District communication. Parents direct questions to teachers and the building principal.

6. Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.
7. **The five UPK sites will comply with the health and safety guidelines required by NYSED and NYSDOH. The District will ensure that the necessary information is provided to develop plans for Continuity of Learning with in-person, hybrid or full remote models of instruction for UPK students. No matter the model determined, multiple meetings are being held with all UPK sites to review the guidelines and requirements from the NYSED and NYSDOH to ensure all UPK sites have access to the information and expectations prior to the start of the school year. All sites will be required to submit plans to the District to demonstrate instructional structures and access as well as the Continuity of Learning for all three models.**

The UPK sites will provide documentation on process and procedures for social distancing, provision of PPEs, cleaning protocols for materials, supplies and the classroom environment, and submit scheduling considerations for in-person and hybrid models. For a remote model, the UPK sites will be required to provide process and procedures for providing materials, supplies, instructional modes, regular instructional schedules, parent contact and support with resources for instruction at home.

For the hybrid and remote models, the UPK sites will work collaboratively with the District regarding the use of technology devices and remote instructional methods for families to access.

Each UPK site will provide plans to conduct the required screenings and assessments for all three models and collaborate with the District in the delivery, scoring and reporting of data. Each UPK site will develop a plan to initiate, maintain and log weekly parent contact to share all relevant information no matter which model is implemented. Each UPK site will maintain

**of documentation, data and other relevant information to submit for accountability throughout all aspects discussed.**

## MANDATORY ASSURANCES-Special Education

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.

**The health and safety of students with disabilities and their adult service providers, teachers, and support staff will follow the Health and Safety – Mandatory Assurances. When these assurances cannot be maintained due to the nature of the student’s disability, physical space adjustments and barriers between students and the staff will be provided with gowns, face shields, and other PPE as required. PPE and training will take place for staff, students, and aides regarding proper use of facial coverings (cloth and paper masks, face shields, gloves gowns, sanitizer, hand cleaning and overall hygiene). Accommodations and modifications will be in place for health and safety to access the education program as outlined in the individual education plan. During remote instruction video, teletherapy, pre-recordings, phone conference will be utilized. In a hybrid model, video conference, face-to-face interactions, phone conference and the use of email will be utilized.**

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.

**In all three models (in-person, hybrid, or remote learning) the current IEP, as developed by the committee on special education (CSE), will guide student programing, supports, and services. However, the CSE or informal parent meetings will be convened to discuss methods of delivery of special education programs and services dependent which model of instruction is enacted, in-person, hybrid, or remote learning. This will ensure continued access and equity for students with disabilities. Parent communication in the form of face-to-face, teleconferencing, phone conferencing, and email will be used to discuss their child’s IEP and progress toward IEP goals. Programs and services offered will be documented and followed as they are listed in the master schedule of each building. During remote learning and the hybrid model, service providers (teacher(s), OT/PT, speech language pathologists (SLP’s), teacher of the deaf (TOD), reading specialists) will be logging their individual sessions with students.**

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.

**Upon completion and determination of the district’s reopening plan, it will be provided to all parents in their preferred mode of communication. Further, meetings with parents will be utilized, as well CSE meetings, teleconferencing, and the use of interpretation supports where necessary. Parent-teacher conferences will provide them with instructional expectations and all tasks needed for goal attainment will be in effect during the face-to-face, hybrid and remote learning models. Learning objections, according to the educational plan, will be documented, updated and modified to gain insight into the student’s daily expectations and eventual goal attainment.**

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.

**As has been the CSE and CPSE continue to collaborate and communicate with each other regarding student support and services, needs, and progress to ensure a smooth access and consistent parental communication. In all three models, designated staffing will be connected with Erie County agencies, service providers and families regarding CPSE. Our district staff will encourage least restrictive environment (LRE) to establish collaboration with Erie County and pre-school providers. The CSE will meet at a minimum of one time per year or as needed to review each child's needs. Individual building department meetings, SEAC, pre-school task force, CST meetings, team/faculty meetings and parent-teacher meetings will be utilized to collaborate the needs of the student to ensure the provision of service through face-to-face, hybrid and remote learning methods for monitoring and communicating student progress and sharing resources.**

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.

**Accommodations and modifications will be provided regardless of the education setting (in-person, hybrid, remote); however, adjustments will be made as necessary and will be discussed with parents informally or formally through the CSE. General education and special education teachers will continue to collaborate in determine the appropriateness of success of a student's unique accommodations and modifications. The IEP team (general education teacher(s), special education teacher(s), related service providers, and families) will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.**

MANDATORY ASSURANCES- Bilingual Education and World Languages

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 days of the start of the school year for all students who enrolled during the COVID-19 school closures in 2019-21 school year. After this 20-day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

**The district will ensure that if the district reopening plan includes using in-person or hybrid instruction, that the ELL identification process must be completed within 30 days of the start of the school year for all students who enrolled during the COVID-19 school closures in 2019-21 school year. After this 20-day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.**

2. Each school and/or district reopening plan must provide required instructional Units of Study to all ELLs based on their most recently measures English language proficiency level during in-person or hybrid instruction.

**The New York State Education Department's required Units of Study will be provided to all ELLs based on their most recently measures English language proficiency level during in-person or hybrid instruction.**

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.

**The district will 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.**

**For families of English language Learners (ELLs), parents and other persons in parental relation are provided with information in the language and mode of communication that they best understand. The Williamsville Information Tracking System (WITS) is used to record their preferred language and mode of communication to ensure parents/guardians understand the information they receive on behalf of their child. Written and oral translations of school district information are available and utilized as required and necessary. The Williamsville Central School District web site also utilizes a translation feature with over 100 languages. In addition, the district maintains a list of approved individuals to provide interpretation and translation services to parents/guardians. These services are utilized to provide information**

**to parents/guardians in their preferred language and mode of communication as documented in WITS. Telephonic interpreting is available to all school personnel. This service allows immediate communication with parents/guardians of ELLs in their preferred language. The district plans to utilize required additional translation services for communications to families in their home languages.**

MANDATORY ASSURANCES- Teacher and Principal Evaluation System

1. Each and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's current approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.

**The district will ensure that all teachers and principals are evaluated pursuant to the LEAs currently approved APPR plan.**

MANDATORY ASSURANCE- Certification, Incidental Teaching, and Substitutes

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

**The Williamsville Central School District has processes and procedures in place to ensure that all teachers hold valid and appropriate certificates for their teaching assignments. The District verifies that all teachers, including any teachers in a long-term substitute or regular substitute capacity of 30 days or more, hold the valid and appropriate certification. The District also ensures continuing compliance with certification requirements by running audits and reports throughout the school year.**