



# **Bold and Strong**

## **Westbury UFSD Faculty & Staff Guidebook**

### **Fall 2020 Re-Entry Plan**

**Updated September 8, 2020**

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## Introduction

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The following document serves as a guidebook for our faculty and staff, as we reopen our schools for the 2020-2021 school year. It outlines the critical components of the Westbury Union Free School District's Fall 2020 Re-Entry Plan. The purpose of the material presented is to inform and share, with our faculty and staff, important information related to COVID-19. Also included are internal plans, protocols, and procedures to follow to promote safety for all and support student learning to the highest degree possible.

As we continue to learn about COVID-19 and the circumstances around the pandemic, the reentry plan will change and evolve to align with the most up-to-date information available. The District will remain mindful, adapting, and adjusting the plan, as necessary, based on continuing guidance from New York State, the Centers for Disease Control & Prevention (CDC,) and the New York State Education Department (NYSED). The needs of our families and staff are being monitored and changes made as needed. We strongly believe that the services described throughout this plan are in the best interest of our students, families, staff, and community.

The development of our Reentry Plan was developed based on the following guiding principles:

1. Ensure the safety and well-being of all students and staff.
2. Promote equity and accessibility to learning for all students.
3. Provide instructional delivery systems that meet the needs of all students.
4. Foster positive relationships and interactions.
5. Promote healthy, two-way communication with partners, such as families, educators, and staff.
6. Factor into decision making the challenges to the physical safety, social, emotional well-being, and the mental health needs of our students caused by school closure
7. Consider and support diversity in our schools and school district, as we provide education that is essential to student growth and development.

The Westbury Union Free School District's primary commitment is to the students and families we proudly serve. When the 2020-2021 school year begins, our schools will look much different from previous years, due to COVID-19 and the health and safety measures in place and may continue to evolve.

## **Interpreting NYSED Guidance and Implementation**

The areas outlined in this guidebook represent the myriad of considerations we will address to support a safe reopening of schools and sustain school operations. Our main objectives in developing the plan were to ensure that our students, staff, and families feel comfortable and safe, returning to our school campuses. It incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), and the [New York State Education Department \(NYSED\)](#).

The District's Reopening Plan defined clear guidance for the reopening of our six schools with a strong focus on academic instruction to support student achievement and address possible learning regression that our students may have experienced due to the school closures during the last three months of the 2019-2020 school year. There is also an emphasis on students' social-emotional needs, staff, and families throughout our plan.

For reentry, the Westbury UFSD plans for a Hybrid Model of Learning Experience, during which students alternate between face-to-face (in-person) and remote learning throughout the year, based on recommendations and guidance from our partnering agencies, and stay-at-home Executive Orders from the Governor's Office. The level of infection, the spread of the virus, and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Mr. Fernando Agramonte will serve as the District COVID-19 Safety Coordinator, collaborating with Mr. Patrick McGovern, the District's SAVE Act Liaison. They will serve as central contacts for our schools, families, staff, school community members, and other stakeholders to ensure that the District follows best practices and is in compliance with state and federal guidelines.

## **Development of the District Reentry Plan - Family and Community Engagement**

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To help develop and inform the community about our reopening plan, the Westbury UFSD sought feedback and input from all stakeholders, including administrators, faculty, staff, students, parents/guardians, local health department officials, and healthcare providers, employee unions, and community groups. Engagement efforts included establishing a Roadmap to Re-entry District Committee, which included the following subcommittees:

- **Wellness:** Chairperson - Jorge Santiago, Director of PPS/ Special Education
- **Instruction:** Chairperson - Maria Angelica Meyer, Director of Instruction, Assessment and Funded Programs
- **Post-Secondary:** Chairperson - Deadra Faulkner, Director of Guidance
- **Facilities:** Chairpersons - Guy Forman, Director of Facilities, and Robert Stein, Auditor



- **School Operations:** Chairperson - Dr. Roger Bloom, Assistant Superintendent for Personnel
- **Technology:** Chairperson - Dr. Stuart Rachlin, Interim Director of Instructional Technology and Information Services
- **Governance:** Chairperson – Eudes S. Budhai, Superintendent of Schools; Ms. Lyne M. Taylor, Assistant Superintendent for Finance & Operations; and Mr. Patrick McGovern, SAVE Act Liaison

Each committee was composed of stakeholders from the following constituents: safety and security, nurses, educators from varied disciplines, psychologists, social workers, school counselors, custodial staff, parents, community partners, and BOCES. The District used several methods of eliciting information from the public, including a Thought Exchange, online survey, presentation of our first draft of the reentry plan, and Google Meet sessions with families, virtual forums/meetings, and one-on-one conversations. The following are the key points we used in creating our plan:

## **Communication Goals and Methodology**

The District remains committed to communicating this reopening plan to students, parents and guardians, staff, and visitors. The complete Reentry Plan is available to all stakeholders via the district website at [www.westburyschools.org](http://www.westburyschools.org), and we will update it throughout the school year, as necessary, to respond to local circumstances.

Communication is an essential part of planning for the reopening of schools and the new academic year. The District developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors, education partners, and vendors. The District will use its existing communication modes, including ConnectEd, Constant Contact, website, social media, and appropriate signage and training opportunities to support the consistent dissemination of messaging regarding school operations throughout the pandemic. Our communication goals are:

- To inform all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to current NYSED, CDC, and DOH guidelines. We are committed to providing regular updates about health and safety while continually stressing the importance of social distancing, hand hygiene, wearing a mask, monitoring symptoms of COVID-19, and when to stay home.
- To share the facts as we currently know them (NYSED, NYSDOH, CDC).
- To educate, update, and inform the school community on district policies and procedures and inform stakeholders on whom to contact with questions, concerns, or suggestions.
- To empower people to make a positive difference, communicate the expectation, and assume personal responsibility and etiquette for yourself and your assigned work area.
- Develop and comply with protocols for entrances (screening areas) and review staff procedures for calling in sick. Provide constant reminders for staff to stay home if they feel unwell.



The District will use the following platforms to communicate our goals:

- District website
- Traditional media outlets
- Call List/ConnectEd Calls
- Social Media and texts to cellphones
- Voice, video emails.
- Correspondence (letters) sent to homes
- Online training
- Family Community Engagement Meetings (Google Meet/Google Classroom)
- Mass mailings with printed materials
- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of Personal Protective Equipment (PPE), and cleaning/disinfecting protocols.

## **Health and Safety**

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The health and safety of our students, staff, and their families is our top priority. We want students and employees to feel comfortable and safe, returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), and the [New York State Education Department \(NYSED\)](#).

### **Questions or Concerns**

Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at [COVID19@westburyschools.org](mailto:COVID19@westburyschools.org) or 516-874-1854.

For more information about District communication methods on training and health & safety protocols, please visit the [COVID19 webpage](#) of our reopening plan.

### **Protocol(s) – The Basic Three**

Taken all together, at the center of our plan, are the three most often cited and promoted protocols to combat COVID-19:

## **1) Hand Washing/Personal Hygiene**

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools have planned time during the school day to allow for hand hygiene.

- **Hand hygiene includes:**
  - Signage encouraging correct hand washing techniques;
  - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds) is the preferred method. The necessary length of time can be accomplished by singing or humming the happy birthday song twice;
  - Adequate facilities and supplies for hand washing including soap and water;
  - Use of paper towels or touch-free paper towel dispensers where feasible. Hand dryers are not recommended as they can aerosolize germs.
  - Use of no-touch/foot pedal trash cans wherever feasible;
  - Allow for extra time in the schedule to encourage frequent hand washing.
  -
- **Students and staff should wash their hands as follows:**
  - Upon entering the building and classrooms;
  - After sharing objects or surfaces;
  - Before and after snacks and lunch;
  - After using the bathroom;
  - After helping a student with toileting;
  - After sneezing, wiping, or blowing the nose or coughing into hands;
  - Anytime hands are visibly soiled;
  - When handwashing is not available, use a hand sanitizer;
  -
- **Hand Sanitizer** - The District will provide hand sanitizers in every entry area of the building and every classroom in the District. For sanitizers to be effective, it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. Sanitizers are flammable, and students must be supervised and continually monitored when using these products. Using hand sanitizers should include:
  - Signage near sanitizer dispensers indicates soiled hands need to be washed with soap and water;
  - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

## **2) Face Coverings**

- Face coverings are mandated for students, faculty/staff, and visitors, and their use will be enforced. Students and staff will also receive training on the proper use, cleaning, and disposal of facial coverings.
- All individuals must wear a face covering, students, staff, and visitors on Westbury UFSD property when social distancing cannot be maintained and will

- Proper face-covering includes, but is not limited to, a surgical mask, cloth mask, balaclava, or bandana and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may utilize a personal face covering; however, face coverings are also provided by Westbury UFSD.

Wear your mask correctly! Faculty staff and students must wear a mask properly (e.g., entering, exiting, and seated) with both nose and mouth area covered for maximum protection.

1. Wash your hands before putting on your mask
2. Put it over your nose and mouth and secure it under your chin.
3. Try to fit it snugly against the sides of your face.
4. Make sure you can breathe easily.

The CDC does not recommend using masks or cloth masks for source control if they have an exhalation valve or vent.

### **3) Social Distancing**

- All individuals on the Westbury UFSD premises must maintain social distancing and wear a facial covering when social distancing cannot be maintained.
- Proper social distancing requires a minimum of six (6) feet of separation between individuals. In a remote office or large meeting space, the individuals may remove their face covering. However, in common areas such as breakrooms, hallways, or bathrooms, the face-covering must be worn.
- Ensure six (6) feet of separation between personnel, unless their work activity's safety or core function requires a shorter distance. Whenever personnel is less than six (6) feet apart, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% maximum capacity.

To ensure all staff, students and visitors comply with social distancing requirements, anyone within Westbury UFSD facilities will practice social distancing expectations:

- Where feasible, entry, and egress in and out of all buildings will be limited to a single location. If applicable, a single point of entry and a single point of egress minimize cross traffic. Entry to the buildings will occur through the main entrance to a check-in point at the security station.

Principals developed arrival and dismissal procedures for their respective schools are in the appendix section of this guidebook. All of the procedures have the following in common:

## **Building Entry Protocol(s)**

### **Faculty and Staff – 4 Step Process**

1. Sign In - All staff must sign in and out of each building with the security desk **every** time they enter and exit the building.
2. Wear a Face Covering - Students, staff, and visitors will wear protective face coverings.
3. Thermal Check - Upon entering the vestibule, all individuals will receive a thermal check. Students with 100.3 degrees or higher temperatures will wait in the nurse's office for a parent/guardian to pick them up. Adults with an elevated temperature of 100.3 or greater will not be allowed in the building.
4. Complete a Daily Medical Screening Questionnaire

Before entering all Westbury UFSD locations, staff, visitors, and vendors must complete a MEDICAL SCREENING QUESTIONNAIRE. This screening is accessible through the Westbury UFSD website at [www.westburyschools.org](http://www.westburyschools.org). A QR code is also posted at all main entrances, providing a direct link to the survey using an iPhone or Android phone.

- All staff, students, and visitors will have their temperature taken upon arrival.
  - Parents are encouraged to monitor their child for high temperatures (100.0 F) and symptoms before sending them on a bus. Students are screened upon arrival for elevated temperatures.
- Multiple individuals entering the building must stand at the marked out locations on the floor, maintaining social distance until they are screened before signing in.
- Multiple lines and entrances are used to reduce crowding.
- Markings will be placed on the ground or in the corridor to indicate six (6) feet spaces to ensure social distancing while online.
- Should there be a response to any of the questions that indicate possible illness and or exposure to COVID-19 on the MEDICAL SCREENING QUESTIONNAIRE, specific procedures will be followed. Please reference the Suspected or Confirmed COVID-19 Case section for guidance.

***NOTE: Only after all, individuals have been accounted for, cleared through the MEDICAL SCREENING QUESTIONNAIRE, and wearing proper face coverings will be granted access to the building.***

Should a faculty/staff member present symptoms, these specific procedures will be followed. Please reference the Confirmed COVID-19 Case section for guidance.

## **Student(s)**

- Students are screened at arrival for temperatures. Parents are encouraged to monitor for high temperatures (100.0 F) and symptoms before sending their child on a bus;
- Students must sign in and be determined to not have an elevated temperature or other symptoms before being allowed to attend school and be counted on the attendance roll.
- Ensure the face is covered.
- Should a student present symptoms, specific procedures will be followed. Please reference the Confirmed COVID-19 Case section for guidance.

## **Visitor and Vendors**

- No visitor should enter a building or campus unless necessary. Whenever possible, meetings will be held outside or online. Only those persons directly related to the safety and well-being of students are allowed entrance into the building. When Parents/guardians arrive, they are to report to the front office and not go beyond that point unless it is for their child's safety or well-being.
- All visitors must check-in at the Security desk for temperature screening and completion of a MEDICAL SCREENING QUESTIONNAIRE - the questionnaire is accessible by scanning the QR Code posted on all doors. The visitors must sign in with their identification at security. This indicates to all other Security locations that the visitor was screened.
- All visitors must wear a proper face-covering before entering any building, and it must be used and worn correctly whenever six (6) feet of social distance cannot be maintained.
- All visitors must sign-in and out at each building's main entrance, stating their destination within that building. This facilitates contact tracing, if necessary. A staff member should accompany all visitors.
- Should a visitor become ill while on campus, they must alert the staff member that they are visiting to report the issue, and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to Mr. Agramonte at the email address [fagramonte@westburyschools.org](mailto:fagramonte@westburyschools.org). Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf**.

## **Social-Emotional Well-Being**

The social and emotional well-being of our students, faculty, and staff is most important to the District, and our concerns were accounted for as we recognize the associated stresses associated with the COVID-19 pandemic. As a result, the District had a member of a Nassau BOCES Consortium examine the guidance provided by the Department of Health and NYSED to develop our reentry plan and strengthen our support plan. We are

deeply committed to prioritizing social and emotional well-being to create the mental, social, and emotional space to access rigorous academic content with confidence.

The District believes that the most equitable educational success depends on our student's and families' comprehensive support and families and support systems to address our students' academic, social, and emotional well-being.

We know, with prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school.

As a District, our commitment is to create emotionally and physically safe, supportive, and engaging learning environments promoting all students' social and emotional well-being and development.

This task force team developed a cohesive and strategic plan to support students and staff for the 2020-2021 school year , including a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations.

This plan focused specifically on best practices to support students and staff in a blended learning model scenario, including a mix of both in-person and virtual classroom instruction. This plan includes teams' considerations to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Our plan details the following steps:

1. Before school resumes, school administrators, teachers, and mental health practitioners (school counselors, school psychologists, and school social workers) will develop an asset map of existing foundational assets within school districts and community-based organizations and build upon them.
2. Our teams will determine students who might be at risk for needing mental health support. School counselors and administrators have the tools and vital information required to see each child through a social, emotional lens.
3. Supports also include our School Clinicians and Health Clinic resources, already being implemented in the Westbury UFSD.
4. School Safe/Exceptional Child and ESI offers many free services, including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the Westbury UFSD community.



5. Developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during our reentry phases.
6. Focus on transitions, especially at the building level.

Regarding transitions, we recognize that they are essential every year. They will be even more critical this fall, returning from continuous remote learning to in-person instruction in buildings or a phased approach to in-person instruction. The Westbury UFSD will continue to support transitions in a culturally responsive manner and engage students, families, and communities to identify needs and supports. The District will continue to use the Culturally Responsive and Sustainable Practice Framework to engage our staff with the four pillars:

1. Welcoming and Affirming Environment
2. High Expectations and Rigorous Instruction
3. Inclusive Curriculum
4. Ongoing Professional Development

**Emotional reactions to coming out of quarantine may include:**

- Mixed emotions, including relief after quarantine
- Fear and worry about your health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform everyday work or parenting duties during a quarantine
- Other emotional or mental health changes

**Addressing Social-Emotional Health**

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students, and families
- Explore the use of Restorative Practices (use of healing/restorative circles for both staff and students)
- Assist inadequate training for staff/faculty, as requested to assist them in understanding:
  - Social-Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
  - The warning signs for quarantine related mental health needs
  - How to access crisis support and other mental health services

If you suspect that a student or students are experiencing stress or other mental health issues, refer them to our counselors and mental health experts.

## **Employee Assistance Program (EAP)**

Finally, all the Westbury UFSD employees have access to the Employee Assistance Program (**EAP**); if you feel stressed or uncertain during these challenging times, please use the service. It is confidential, and there is no shame or embarrassment in getting help when you need it.

If you need this service, please visit the Personnel Section of the Westburyschools.org webpage- <https://www.westburyschools.org/domain/725>.

## **Human Resources**

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### **Certification, Incidental Teaching, and Substitute Teaching**

- All teachers will hold valid and appropriate certificates for the teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

### **Student Teachers**

- Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Westbury UFSD. If the District allows student teachers or student observers, they will participate remotely. Student teachers will serve under the supervision of our full time certified teachers only. At no time will a student-teacher be used as a teacher of record.

## **Operations (Daily)**

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For our Schools to operate effectively during the global COVID-19 pandemic in a blended learning structure, operation policies and procedures were established and communicated. The reentry plan's operations component allows schools may act quickly to changing conditions and ensure options to increase or relax restrictions throughout the school year in response to changes in public health data and guidance from the CDC, WHO, and NYSED.

## **Attendance (Student Reporting)**

All schools in the Westbury UFSD will take daily attendance, whether school opens in September in-person, hybrid, or remote. Whether a student is attending school "in person" or through remote learning, they follow their schedule for each class and be punctual. Families and students are informed of attendance policies. However, if the instructional model changes during the year, communication will come from the building level via parent letters/newsletters, Robo-calls, emails, text messaging, and social media.

Teachers will record daily attendance in Infinite Campus or our student management system, based on the required daily scheduled student contact and engagement. Daily reports identify students demonstrating absent and chronically absent. Daily communication with the families determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

## **Chronic Absenteeism**

While no one-size-fits-all approach to addressing chronic absenteeism exists, Westbury UFSD is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. Many factors influence student attendance, and the District is confident that it will improve by using alternative instructional models. Such as in-person, hybrid, and remote.

The Westbury UFSD addresses chronic absenteeism as follows:

### **1. Nurture a culture of attendance**

- Communicate clearly to families and students what the attendance policy is and expectations for participating, based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardiness, and student engagement in one central, secure location with a tool that helps you quickly see how these data points impact student behavior.

### **2. Early Identification and Intervention**

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at-risk, so you can intervene before isolated absences become chronic absenteeism.
- Use intervention plans, parent phone calls, home visits, counseling, instructional modifications- all to engage community partners.

### **3. Create a more positive school culture and a focus on engaging instruction**

- Evaluate and address your students' engagement in learning
- Provide teachers and school leaders with multiple support levels to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development while reinforcing the behaviors that make up your ideal school culture.

- Use goal-based incentives and rewards to motivate attendance, and positive student behaviors were age-appropriate.

## **Extracurricular Clubs/Activities and Athletics**

At a later date, we will communicate with our students and families when we will begin extracurricular activities virtually.

- We are committed to ensuring equitable access to clubs and athletics regardless of the learning location.
- We will maintain social distancing and limit the sharing of materials and tools within a given club or sport during meeting times.
- We will continue to collaborate with the school nurse to ensure the health and safety of all student participants before engagement in clubs and athletics.

### **Extracurricular Clubs and Activities**

- It will be conducted remotely until further notice.

### **Athletics**

- At this time, the earliest date that athletics may begin is September 21, 2020. We await confirmation from New York State about whether athletics will start on this date or if the timeframe is extended.

We will follow all guidelines from the District Level Athletic Office, NYSPHSAA, NYSED, and CDC, and will communicate updates to staff, students, and families’

- Coaches meet students after school in a designated classroom.
- During inclement weather, players will remain in designated classrooms and receive a strategy film study.
- Equipment is not to be shared and is sanitized following each use.
- Limit the number of players in locker rooms and on each athletic team, based on the sport and number of coaches for the team
- Floor markings will facilitate compliance with social distancing guidelines
- Designated team practice areas will ensure social distancing on fields
- We will also work on virtual spectator protocols for each sporting contest (i.e., via YouTube channel)

## **Food Service Protocols**

### **Meals Onsite**

Meals are provided for students attending onsite. All the while, social distancing is practiced. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced. Faculty and staff will also observe social distancing while eating meals.

### **Elementary Schools & Middle School Annex**

Students will have breakfast and lunch in the classrooms, delivered from the kitchen/cafeteria via rolling carts by the cafeteria staff.

1. For breakfast and lunch, teachers or teacher's aides will submit breakfast and lunch orders to the school kitchens/cafeterias.
2. When the meals arrive at the classrooms, the Teacher's Aides will supervise the meal service and distribution.
3. TAs will instruct students to approach the food cart one at a time or proper social distancing intervals.
4. Students will first sanitize their hands (with the sanitizing solution provided in each classroom).
5. The students will take their meals and return to their seats.
6. At the end of the meal period, TAs will instruct students at a time (or at proper social distancing intervals) to bring their disposable meal containers and packaging to the disposal containers next to the food carts.
7. Students will then again sanitize their hands and return to their desks.
8. School district personnel will sanitize all desks before the next school day.
9. School cafeteria staff will sanitize carts daily.

### **Middle and High School**

**Breakfast** – Students will pick up breakfast meals at the school entrances and follow the sanitizing process and the hand sanitizing procedures similar to the Elementary Schools (described above).

#### **Lunches -**

1. Students will arrive at the cafeterias via proper social distancing supervised by hall monitors.

2. Students will sanitize their hands at the Sanitizing Stations at the entrances to the cafeterias.
3. Students will then sit at desks or tables, which allow for proper social distancing.
4. Meals will be delivered to students by cafeteria staff via rolling carts.
5. At the end of the meal period school, district personnel will instruct students (at proper social distancing intervals) to bring their disposable meal containers to the disposal containers near the cafeteria's exits.
6. Students will then sanitize their hands at the Sanitizing Stations at the exits to the cafeterias and return to the classrooms.
7. Cafeteria staff will sanitize the desks, tables, and chairs in-between meal periods.

**Students with Food Allergies.**

The breakfast and lunch orders will include the number of meals and any information about students with allergies. The kitchen/cafeteria staff will prepare, package, and specifically mark meals for students with allergies. Teachers or Teacher's Aides will ensure that students with allergies get specifically marked meals.

MS and HS Students will communicate food allergies to the cafeteria staff at the point of service, and the cafeteria staff will make special accommodations for those students.

**Meals Offsite/remote**

The District will continue to provide either two or three Grab and Go meal distribution sites in the new school year to support our families.

**Facilities**

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**Safe Learning Environment of All**

The Westbury UFSD will ensure adherence to hygiene, cleaning, disinfection requirements as advised by the CDC and DOH,



## **Cleaning and Disinfecting**

Cleaning and disinfection logs include the date, time, and scope of cleaning and disinfection

- - including classrooms.
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads,)
- Libraries
- Bathrooms Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Breakrooms
- Cafeterias/Kitchens
- Computer and Science labs
- Maintenance offices and work areas
- Athletic training rooms, locker rooms

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. Cafeteria tables will be cleaned and rigorously disinfected between each individual's use daily or more often as needed.

For more information about how cleaning and disinfection information will be communicated to students, families, and staff members, visit the [COVID-19 webpage](#) of our reopening plan.

## **Sanitization**

- Sanitizing supplies (wipes) will be available in all classrooms and areas of the building.
- The District will provide and maintain hand hygiene stations around the school, as follows:
  - For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
  - Students who cannot use hand sanitizer will be directed to the bathrooms.
- Students, faculty, and staff will be trained on the proper hand and respiratory hygiene. This information will be provided to parents and legal guardians on ways to reinforce this at home
  - .

## **Ventilation**

Westbury UFSD will ensure sufficient ventilation and fresh air to all spaces of occupancy by

- Personnel is monitoring Building Management Systems, allowing fresh air dampers to introduce outside air.
- The filter replacement schedule was revamped to replace filters more frequently.

## **Signage and Messaging**

- messaging, promoting daily protective measures, and describing how to stop the spread of germs (handwashing, wearing a mask, social distancing) are posted in highly visible English, Spanish, and Haitian Creoles.

## **Space Design and Capacities**

The use of all District facilities was reviewed and changes made to reflect the "basic" 3 main strategies – had sanitizing social distancing and face coverings. This included:

- 6 Ft. Social Distancing
- Alcohol-based hand sanitizer will be available in each entry and each classroom.
- Floor demarcations were installed to indicate where visitors shall stand to maintain social distance.
- Created directional traffic flow patterns between bookcases to ensure social distancing
- Signage posted on building entrances, indicating only one person at a time is to enter.
- Polycarbonate barriers have been installed to protect all individuals.
- Reception areas have had seating removed or adequately spaced to provide a minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

### **Classrooms**

- Occupancy in each classroom will be specific and based on the square footage of the space. Overall, class sizes were adjusted and where necessary, reduced to accommodate all safety parameters.
- Students, teachers, and support staff will receive at least 6 ft. of separation from others and will be required to wear a proper face covering.
- Wherever possible, special area teachers and PPS staff will travel to the classroom to provide instruction instead of having students come to them.

- Restrict items in the classroom to that of obvious use and remove unnecessary furniture if possible. Soft surfaces that are difficult to disinfect, such (area Rugs and soft fabric chairs), were removed.
- Where appropriate, protective barriers such as polycarbonate screens or strip curtains were utilized to create a physical separation without hindrance to egress or airflow.

### **Break Rooms and Lunch Rooms**

- Staff is advised to take their lunch and breaks in their private offices or classrooms, in their vehicles, or at outside picnic tables.
- If staff wish to take breaks together, they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks, were replaced with alternatives where possible.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

### **Computer Labs**

- The District will be implementing a 1:1 initiative during the first quarter of the year, with many of the Chromebooks arriving in October; to ensure all students have access to a technology device and Wi-Fi access. This will limit the exchange of electronic or other devices among students.
- Students may use their Chromebook if they have one.
- The use of shared space and equipment will be limited wherever feasible.
- Blocks of computers are spaced to ensure social distancing is maintained.
- Frequent cleaning and disinfection of computer labs and keyboards
  - Keyboards should be wiped and disinfected before and after each use.
  - Keyboard covers will be used.
  - Instruct students to sanitize or wash hands before and after touching the keyboards and other frequently touched surfaces.

### **Conference Rooms**

- In-person meetings are conducted only when necessary due to safety reasons. Most meetings will Use virtual/online I meetings!
- If meetings do occur in person, they are to be brief with social distancing maintained. Also, lingering and socializing before and after meetings is discouraged.
- Breakroom use will be discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.

- Congregating in copier rooms/areas is discouraged.
- Staff is encouraged to wipe down touch surfaces post and prior use.

### **Elevators**

- Only one person wearing a face mask is allowed in an elevator at a time.
- Elevators will be frequently disinfected.

### **Hallways/Stairwells**

- Where feasible, hallway traffic may be limited to one-way flow direction. If not practicable, bi-direction traffic will be permitted.
- Indications on the floor/stairs will identify the directional flow.
- All individuals must allow for adequate spacing when traveling in the same direction.
- Adequate distancing will be obtained between all individuals by taped off lanes on the corridor floors and stairs.

### **Library Spaces**

- The District removed all soft covered surfaces that cannot be appropriately cleaned and disinfected such as:
  - Bean bag chairs
  - Upholstered couches or chairs
  - Area rugs
- Building space was redesigned to ensure social distancing.
  - Tables are limited to one individual at a time wherever applicable.
  - Newly installed Polycarbonate barriers create a physical barrier.
- Desks are arranged not to face each other.
- Small space reading nook use is discontinued unless:
  - It is mited to one person at a time.
  - Cleaned and disinfected routinely
- Borrowing of materials such as books will be monitored and discontinued if adequate disinfection cannot be maintained.
- Directional traffic flow patterns between bookcases were created to ensure social distancing.

### **Restrooms**

- All bathrooms, regardless of size, are limited to one person at a time.
- Entry doors to gang bathrooms will be left open where applicable to reduce the need to touch the handle.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In exceptional circumstances where a student needs assistance in using the lavatory, the attending must wear all appropriate personal protective

equipment, including a face covering. When medically applicable, students will wear proper face covering as well.

- Automatic hand dryer use was discontinued and replaced with paper towel dispensers. Paper towels dispensers are in place in all bathrooms.

### **Security Vestibule/Reception areas**

- Security Stations will remain at all entrances of each building and serve as the primary location for accounting for all individuals entering and exiting the building.
- Where a multi-entrance design exists, additional security posts are instituted.
- Polycarbonate barriers have been installed to protect all individuals.
- Reception areas have had seating removed or adequately spaced to provide a minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

### **Nurses' Stations**

- All students and staff are required to wear appropriate face coverings.
- N95 Respirator Use for nurses should be limited to situations of suspected COVID-19
- Nurse stations were reconfigured to:
  - Maintain social distancing of no less than 6ft.
  - Create “sick” and “well” zones.
    - Students who receive daily medication are treated separately from students presenting with symptoms of illness.
    - Nebulizer treatments will be administered in a separate isolated space with adequate fresh air circulation.
- The physical separation will be created by utilizing:
  - Individual exam rooms
  - Polycarbonate barriers
  - Retractable dividing curtain walls.

### **Isolation Rooms**

- Where applicable, separate, independent room/s with a door close to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available, nurse stations use dividing curtains. This allows for a physical divide and a minimum of 6ft of separation.
- These rooms are identified in each building as follows:
  - Dryden Street School. Cafeteria with barriers or appropriate social distancing.

- Drexel Avenue School. Cafeteria with barriers or appropriate social distancing.
- Park Avenue School. Cafeteria with barriers or appropriate social distancing.
- Powells Lane School. Cafeteria with barriers or appropriate social distancing.
- Westbury Middle School. Nurse’s office with barriers.
- NCC Annex. Nurse's Office with barriers.
- Westbury High School. Health Care Center (Clinic) with barriers installed.

### **Engineering Controls**

- Vestibules/Reception Areas
  - Polycarbonate barriers (wellness shields) were installed for protection. Protect Westbury UFSD staff and individuals with the most contact with people.
  - Barriers have been designed per New York State Fire Code.
- Water Fountains
  - As required by the New York State Code, potable water supply is provided per 150 occupants, but not less than one source per floor.
  - The bubbler/drink spouts were removed or disabled.
  - Automatic/touchless bottle filling equipment was installed at strategic locations in each school.
  - These appliances are scheduled for routine cleaning and disinfected.
- Floor Demarcations. All entrances or areas of static wait have floor signage installed, allotting for a minimum of six (6) feet of separation between all individuals.
- All Corridor floors and stairways have been fitted with arrows to indicate directional traffic flow and social distancing.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.

## **Transportation**

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Transportation activities are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. All students are entitled to transportation by the District to the extent required by law.

Whether the school is in session remotely or otherwise, pupil transportation is provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of the District whose schools are meeting in-



person sessions.

Family surveys assisted in planning by indicating the number of students riding the Bus. Also, parents and legal guardians are encouraged to drop off or walk students to school to reduce density by Bus.

All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more before them boarding their transportation method to school. –

### **Protocol(s)**

- Bus passes color-coded for A/B day blended learning schedule. A Day will be yellow, and B-day will be Pink.
- Students and school staff must wear acceptable face coverings and wear them properly at all times on school buses (e.g., entering, exiting, and seated). However, students whose physical or mental health would be impaired must not wear a face covering.
- Eating and drinking is prohibited on the Bus. –
- Students will be appropriately socially distanced (6 ft.) and maintain appropriate social distancing to the extent practicable. Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet also.
- Our density reduction strategy is to sit one student per row; all students are wearing masks with no one seated behind the driver, resulting in 21 students on a 66 passenger bus.
- Assigned seating, seating charts, and markings, and appropriate signage facilitates loading/unloading.
- Siblings or those that live in the same household will sit together.
- Students load the bus in sequential route order, filling seats starting from the bus's back to the front. This process is termed rear loading and will help reduce the number of contact students has on the Bus.
- All buses used every day by districts and contract carriers are cleaned and disinfected daily. High contact areas are also wiped down after the morning (AM) and afternoon (PM) run while also following the disinfection schedule.
- School buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or District.
- School bus drivers, monitors, and attendants must not carry personal bottles of hand sanitizer with them on school buses. Sanitizer and handwashing locations will be available at the school.

## Cleaning and Disinfecting Buses

- All buses that are used every day by districts and contract carriers will be cleaned/ disinfecting between runs. Focusing on high contact areas such as bus seats and backs, seat belts, door handles, handrails, and the driver operator area. High contact areas will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.
- At the end of the day, the entire Bus is disinfecting and cleaned.
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on District-owned and contracted buses and documented via a trackable log.

## Instruction and School Schedules

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The Westbury Union Free School District reentry plan encompasses a comprehensive plan that identified essential actions that will achieve an understanding of students' academic and social-emotional well-being when they return and to effectively transition back to teaching and learning in the classroom. Embedded in each action step are considerations, priorities, planning, procurement, and protocols and practices. This committee's focused on two instructional models: all students remain at home (100% Remote Learning) and a hybrid model in which some students are in the building, and others stay at home to learn remotely. These two scenarios encompass all the considerations that would need to be in place for teaching and learning to continue no matter what situation presented itself.

## Teaching and Learning

To assure high-quality teaching and learning, continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for instruction and learning through hybrid models of instruction. Our steps assure that instruction is aligned with the New York State Learning Standards and ensures equity and quality for all learners. Equity is at the heart of all school instructional decisions.

All instruction in our District is designed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. All aligned with state standards. Our teaching and instructional plan outline routine, scheduled times for students to interact and seek feedback and support from their teachers.

Our objective is to promote instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in-person, remote, or hybrid). Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and technology.

This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and various ways for students and families to contact schools and teachers (e.g., email, online platform, and by phone) to assure learning for all.

As we enter the new school year, the following parameters were planned for:

- teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.
- Identified groups of students will be prioritized for in-person learning to the greatest extent possible, including but not limited to outstanding education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.
- Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to determine student understanding of pre-requisite skills will be standard practice.
- Acknowledging that the specific content in a given grade level or course may need to be adjusted, the content will be prioritized to ensure that students receive instruction for the prioritized learning standards, essential understandings, and skills critical for success the future study.
- Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.
- For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website [Nassau BOCES](#).

## Instructional Programs

- To inform instruction and gauge student learning, we have planned a systematic cycle of assessments, including initial screenings and formative and summative assessments. For the data to lead to meaningful change in student outcomes, teachers and administrators will be provided designated collaboration time (PLCs) to analyze the data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This data will inform instruction for all students, including those with unique learning needs such as students who are receiving Special Education Services, English Language Learners,
- students placed in foster care and students are experiencing displacement. We have planned for communication protocols, online learning platforms, and expectations to be coherent and consistent across the grades to facilitate the new

normal for all families but especially for families who may have children enrolled in multiple schools across the District. This practice fosters and strengthens our partnership in learning with our families.

## Curriculum Frameworks

Westbury UFSD’s curriculum frameworks are guidance documents for implementing the content standards adopted by NYSED. The learning standards themselves are a resource to inform teachers, administrators, and families of the skills and knowledge that students should master and learn at each grade level. All curriculum frameworks include information on how to ensure access and equity for all students. The frameworks include how to utilize the Universal Design for Learning (UDL) practices in instructional planning and delivery. To build the bridge from one grade to the next, our teachers will cross-reference the previous grades Learning standards against the incoming grades identify priority learning standards. These standards are then the focus of the first trimester/quarter of the school year to support our students' transition back to school. To target instruction and address student needs, we will plan for students to be assessed/screened before the beginning of schools to identify the students' needs before the onset of the school year.

- **The** goal is to transform a traditional environment to a hybrid or remote one that continues to support a student-centered, high-quality instructional practice.
- **The Focus:** Assessment, Curriculum, Intervention, Efficacy of interventions, and Evaluation of the effectiveness of either Hybrid or Remote learning.
- **Informing the Plan:**
  - Health and Safety Processes and Procedures: CDC, NYS, NYSED guidance on how we can continue to teach our students, remotely or face to face or the hybrid model.
  - Analyze and interpret data to make informed decisions:
    - **Surveys:** (1) Staff; Professional Development, (2) **Families:** Family Feedback and Input, (3) **Families, Staff, Students:** Social/Emotional and Well-being
    - **Student Data:** (1) Initial Screening (2) Assessments/progress monitoring
- **\*As per NYSED guidance, the mandatory requirements** for teaching and learning are:
  - We are providing opportunities for equitable instruction to all learners.
  - To maintain continuity among different instructional models -hybrid or100% remote.
  - Planning and delivering quality standards-based instruction engages everyone (teacher to student, student to teacher, student to student) in the learning process.
  - We are using clear communication between families and schools.

- **Developing Curriculum Pacing Guides for the First Quarter/Trimester.**
  - We are identifying Priority Standards (teaching and learning are standards-based).
  - A commitment to embracing technology for the delivery of instruction by promoting various tools and programs such as 1:1 Digital devices, Clever, Parent Portal (K-12), District, and Ed Law 2-D - all aligned online resources.

### Initial Screening/Diagnostic Assessments

Due to interrupted instruction caused by COVID-19, diagnostic assessments will identify specific areas where instruction or intervention may be needed to improve student learning. A schedule of diagnostic evaluations is used to ensure we establish a systemic cycle of monitoring progress throughout the school year. Formative assessments and progress monitoring occur during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from formative assessments to immediately adjust their instruction and ensure students' progress towards their learning goals.

### Professional Learning

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the District will focus these in-service days on providing support to staff in social-emotional health and technology integration. Differentiated and ongoing professional learning sessions to meet teachers' needs will be offered at the beginning of the school year and continuous opportunities throughout the year through professional learning communities:

- **Culturally Responsive & Sustaining Education Framework**: Ensuring that teaching and learning reflect our learners' specific needs and that there are equity and access for all our students.
- **High-Quality Student-Centered Learning**: Teaching and Learning in a Hybrid or Remote Models
  - Transforming Learning
  - Connecting with our Students ~ Ownership of Learning
  - Engage and Empower Every Student
  - Student Engaged Assessments
  - Modeling and Feedback
- **High-Quality Student-Centered Learning** drill-down sessions focused on teaching and learning:
  - PK-2, 3-5, 6-12, Diverse Learners (ELL/MLLs, Students differently-abled)
- **Infusion of Instructional Technology**:
  - Learning Platform: Google Suite/Google Meet
  - Instructional Tools

## Family and Community Engagement

- Virtual Family Workshops/Community Cafes- The “How to” transform the home into an extension of the classroom.
- Develop “Supply lists” to support learning in the home for hybrid **or** 100% remote models
- Engage our district team of Family Engagement Specialists (FES) to support families and students in most need. We will continue to collaborate with our Family Liaison and our partners, CCI and Partners in Inclusivity. We will continue to expand the number of FES to strengthen our comprehensive Family and Community Engagement.
- Meet the Teacher Night and Parent/Teacher Conferences will be delivered remotely via online conferencing or telephone calls.
- School schedule information was sent to students, families, and staff members.
- Families were also contacted by each school to determine their preference for traditional learning or exclusive use of remote learning only. Parents choosing the remote options are provided with their classroom teachers google meet login for their daily instruction.
- If parents wish to request to change from the remote learning model to the hybrid model, they are **required** to notify the school **15 days** before the end of the marking period. This allows time to prepare for class space and, if eligible, plan for student transportation.

## In-person Instruction/Remote/Hybrid Instruction

- Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students’ desks/seats are positioned no less than six feet apart or less with a provided barrier.
- All instruction is aligned to the New York State Learning Standards.
- Our schools will minimize the movement of students. Elementary students eat lunch in their classroom instead of the cafeteria. Also, assemblies, field trips, and other large-group activities are eliminated. Special-area subjects (e.g., art, music, physical education) is delivered in the classroom. Whenever possible, students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity.
- To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, to reduce their exposure to additional students.
- Our community may experience spikes in COVID-19 cases during the school year, necessitating short or long-term school closures. In response, our District developed a hybrid/blended learning model, which can be adapted to deliver a fully remote learning environment.
- Instruction not only focuses on "core" subject areas but also includes elective courses. Consideration was given to prioritizing hands-on and lab-based activities



while students are onsite in school buildings. Again, all instruction will continue to be aligned to the New York State Learning Standards.

- As noted previously, student schedules will remain the same whether the instruction is provided in person or remotely so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.
- Remote learning opportunities for all students will include a greater emphasis on synchronous instruction, with teachers providing live instruction and lessons to students. Teachers may also have recorded live lessons and placed them as a resource for students for future reference. Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.
- To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform- google meets/ google classroom, and develop a standard, coordinated set of guidelines for teachers to follow when using the platform with students.
- Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of class/course content. The District will continue to use the current standards-based report card for elementary schools and course-specific grading for secondary schools.
- Teachers provide students with their login information, using google classroom for live sessions, lessons, resources, assignments, videos, and links.

## Students Receiving Special Education Services

The Westbury UFSD reopening plan provides a framework to ensure that all students receiving Special Education Services continue to have a free and appropriate public education (FAPE). A program that emphasizes special education and related services to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

- Special education programs and services of the Westbury UFSD provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). The Westbury UFSD will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication ( Related Services Log). The District will 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 Westbury UFSD is committed to providing 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. Further, we will maintain regular communication with the parents/guardians and other family members to ensure that they are engaged in their children's education during the reopening process

The Westbury UFSD will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE). Program providers representing the variety of settings where students are served are included to ensure there is an understanding of the provision of services consistent with the recommendations on the students individualized education programs (IEPs), plans. Also, monitoring and communicating student progress, and sharing resources.

The Westbury UFSD will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative forms of how the student is adjusting to living, hybrid, and remote instruction during 2020-2021, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

## English Language/Multilingual Learners: Bilingual Education and World Languages

### World Languages/Seal of Biliteracy

The Westbury UFSD provides world language instruction in Spanish and French 7-12 to all students. In recognition of the importance of bilingualism, many states, including New York, award the seal of biliteracy informal recognition of students who have studied and attained a high proficiency in two or more languages by high school graduation. Our District will support our students as they work towards earning the New York States Seal of Biliteracy and will collaborate with LIRBERN to provide Seal of Biliteracy professional learning, support assessment options, and provide translators for NYS Seal of Biliteracy presentations. "The intent of a seal of biliteracy is to: encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools, and affirm the value of diversity in a multilingual society." (Slentz, 2012) In order to ensure that students have opportunities to study world languages, we are prepared to teach Spanish and French in the live in-person, hybrid, or remote format upon reopening. With the support of NASSAU BOCES, we will provide professional learning opportunities to our District and the region that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, SWDs, and general education students who are studying world languages such as

Spanish, or French to help address learning gaps caused by the COVID-19 school closures.

## English Language/Multilingual Learners (ELL/MLLs)

Westbury UFSD is committed to providing comprehensive, high-quality, and culturally responsive instruction for ELL/MLL students aligned to the required Instructional Units of Study based on their most recently measured English language proficiency level in the 2019 NYSESLAT administration.

### Initial Screening Process of Potential ELL/MLLs

In alignment with CR PART 154's guidelines for the Initial Screening Process of Potential ELL/MLLs, we will complete the ELL/MLL identification process within thirty 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 will resume for all students within the required ten school days of initial enrollment as required by Commissioner's Regulations Part 154.

#### Programming

The following points should be considered when planning for ELLs/MLLs:

- **English as a New Language Program**
  - **CR PART 154 Units of Study** stresses that all ENL classes, including Integrated and Standalone, **will offer** Home Language support.
    - [CR Part 154-2 \(K-8\) English as New Language \(ENL\) Units of Study and Staffing Requirements](#)
    - [CR Part 154-2 \(9-12\) English as New Language \(ENL\) Units of Study and Staffing Requirements](#)
- **Transitional Bilingual Education Program**
  - Units of Study: All students, within the proficiency levels of entering through expanding, must receive a minimum of one HLA class and Content Areas Classes taught Bilingually (number of sections based on language proficiency).
    - [CR Part 154-2 \(K-8\) Transitional Bilingual Education Program](#)
    - [CR Part 154-2 \(9-12\) Transitional Bilingual Education Program](#)
- **Bilingual Progressions:**
  - The NLAP and HLAP provide a framework for teachers to ensure that students in English as a New Language and Bilingual Education programs are meeti the CCLS. The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching.
    - <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

### **Transitional Bilingual Education, Stand-Alone ENL, Collaborative ENL**

For the **Transitional Bilingual Education** model, teachers will plan or consult with their grade level colleagues to ensure consistent delivery of instruction across content areas by referring to and following the aligned pacing guides as lessons are planned in both the New and Home Languages and the [Instructional Units of Study for Transitional Bilingual Programs as per CR PART 154](#).

For the **Collaborative ENL Model**, the expectation is that co-teachers plan, deliver and coordinate synchronous and asynchronous lessons. Co-teachers will work collaboratively to provide access to the content through the lens of language development. ELL/MLLs will need language support to learn new content through synchronous and asynchronous models. We will maximize our collaborative models by supporting co-teaching partners and dually certified staff through professional learning sessions. As instruction is planned and delivered, the language and literacy needs of our ELL/MLLs will be the focus. Thus, collaboration is critical, to address the specific needs of our linguistically diverse learners, especially in a remote setting. The following instructional approaches will be leveraged in both synchronous and asynchronous models of instruction. The approaches below expand the learning from the classroom to the home that students and families can tap into as additional support. Such supports may include, but not be limited to:

- Create opportunities to elicit student responses and engage in productive interactions teacher to student and student to student. Examples of empowering student talk and interactions with one another can be done through live video chats, video recordings (e.g., [Flipgrid](#)), and/or student-created podcasts and voice recordings that can be shared with the teacher and with the class.
- Do daily check-ins to ensure students are engaged with assignments. The assignments can be content and/or language focus. Develop students writing skills through discussion boards, blogs, or instant messaging.
- Provide access to videos and audio resources that allow for comprehensible input and build prior knowledge for our ELL/MLLs. Curate a shortlist of audiobooks (e.g., [Audible](#)), videos, and [podcasts](#) that are culturally relevant and high interest for students.
- Provide multiple opportunities for students to read. Incorporate read-aloud, either teacher-recorded or available text to speech online software. Keep students reading using adaptive programs such as [Read Theory](#).
- Utilize videos and online resources for [virtual field trips](#) (e.g., [Discovery Education](#), [Smithsonian](#)) and movement/mindfulness exercises such as dance (e.g., [GoNoodle](#)), yoga, etc. Ask students to reflect and write about their experiences.
- Incorporate best practices, such as providing visuals and user-friendly definitions for target vocabulary.
- Utilize home language supports such as the use of translations.

### Students with Inconsistent Formal Education (SIFE)

- The specific needs of Students with Inconsistent Formal Education (SIFE) will be addressed by using the Bridges Program. This cohort of students will be considered as part of Cohort III\*\*\*: Students with special consideration attend school every day (please refer to the chart on page 32 of this plan.)

### Family & Community Engagement (ELL/MLLs)

Further, to ensure regular and transparent communication with the parents/guardians and other family members of ELL/MLLs, a variety of communications will be used to promote engagement in their children's education during the reopening process. This includes telephone contact, text messages, social media, emails and regular mail in their preferred language. The District also utilizes Propio and our professional staff, who are designated to provide translation and interpretation services.

### Professional Learning Opportunities

Westbury UFSD will provide professional learning opportunities for our District that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The District also has access to the NASSAU BOCES Professional Learning Catalog to support teachers to assure ENL, and world language instruction is personalized and research-based.

Through using our District and BOCES resources, we are well prepared to reopen our schools and serve ELL/MLLs, and students learning world languages as they expand their skills, knowledge, and facilities with languages.

## Technology and Connectivity

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### Technology and Equity - A Dependent Relationship

Technology and student access must be at the forefront of all our conversations for the successful roll-out of this plan, particularly regarding equity and access for all. In addressing the digital divide, the District gathered data and asked teachers and faculty to identify their level of access to devices and high-speed internet.

Therefore, a one-to-one initiative is a central focus of our technology plan to ensure all students have equitable access to standards-based teaching and learning.

The District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the District will support teachers through professional development and coaching on instructional methods. enable students to demonstrate their mastery of Learning Standards in remote or blended models through the use of both synchronous ( Google Meet or other web conferencing tools) and asynchronous technologies (Google Classroom or other LMS).

### **One-to-One Initiative**

- We will distribute Chromebooks to all students (Kindergarten students will receive iPads)
- We will provide necessary technical support to students through the Student Tech Help Desk.
- We will provide students and staff with increased software offerings to support virtual learning.
- Suppose students do not have sufficient access to devices and/or high-speed internet during the beginning of the year. In that case, the District will provide the students with alternate methods to access materials and instruction, including , picking up materials at school or dropping off materials to students' homes.
- Conduct or maintain an inventory of equipment and other assets.
  - Identify which students, families, and staff have district assets in their possession, including the asset tag and serial numbers.

### **Training and Development**

- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment We will host technology workshops for students and families.
- We will continuously reflect and improve upon technology training and differentiated professional development plans Identify for teachers and continue to support their development of skills and pedagogy in a virtual learning environment (synchronous and asynchronous
- The District will also schedule opportunities to connect with families to educate them on using the technologies and connecting to the instructional activities.

### **Technology Support Team**

- We will train faculty in accessing Teacher Resource Center materials.
- We will continually update our virtual Teacher Resource Center.

- Strengthen our "Helpdesk" system for parents/students/teachers to report technical issues experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

## Appendix A

### ENTERING SCHOOL (A.M.) AND DISMISSAL (P.M.) PROCEDURES

#### DREXEL AVENUE SCHOOL

##### UPON ENTERING SCHOOL

**4 Points of Entry:** Use of hand sanitizer upon entering the classroom

- **Grade 1:** Stage Door Entrance (TAs will be assigned to East Wing corridor to escort students to their classrooms)
- **Grade 2:** Rear Auditorium Entrance (TAs will be assigned to East Wing corridor to escort students to their classrooms)
- **Grade 3:** Gymnasium Entrance (TAs will be assigned to East Wing corridor to escort students to their classrooms)
- **Grades 4 & 5:** Classes will line up outdoors (6-foot markers between students). Teachers will pick classes up and enter through the Computer Door Entrance.  
**Inclement weather:** Students walk straight to the classroom, observing social distancing and following markers placed on the floor. Teacher assistants will monitor hallways.

##### DISMISSAL

**4 Exit Points:**

- At dismissal time, classes are paged in a staggered manner with
- first, second, and third-grade teachers escorting their classes from the rear exit door in the East wing.
- Teachers in grades 4 and 5 will escort their children to the buses using the computer lab's exit while practicing social distancing.
- **Walkers:** Will be dismissed first through the stage door exit.
- **Student Pick Ups:** Students in grades 1, 2, and 3 will sit 6 feet apart in the Auditorium. Parents of students in **grades 1 and 2** will use the auditorium hallway exit to sign out their child(ren). Parents of students in **grade 3** will pick up their children using the exit by the stage door to sign out their child(ren).  
**Grades 4 & 5:** Students will be seated six feet apart in the gymnasium. Parents will use the outside gymnasium door to sign their child(ren) out.
- **Late Arriving Buses:** There will be four designated areas in the building where students will stand 6 feet apart while waiting for their buses to arrive.



## **DRYDEN STREET SCHOOL**

### **UPON ENTERING SCHOOL**

**3 Points of Entry:** Students use hand sanitizer upon entering their classrooms.

- **Grade Pre-K:** Enter Portables Directly from the Bus through the Playground Entrance (Teachers & SRP's will be assigned to the yard to guide and escort students to their classrooms. One Pre-K Teacher will also be stationed in the classroom while security personnel will be at the Gated Entrance to the Playground)
- **Grade K:** Students enter the Main Building Directly from the Bus through the Playground Entrance into the East Entrance. Teachers & SRP's are assigned to the yard and corridors to escort students to their classrooms. Likewise, SRP's will also be in each classroom with security posted at the Gated Entrance to the Playground).
- **Grades Pre-K & K Students Dropped Off (Day Care or Parent Escort):** Main Entrance (Security, Teachers, & SRP's will be assigned to the Main Entrance and corridors to escort students to their classrooms)

### **DISMISSAL**

**3 Exit Points:**

- Bus numbers will be called at dismissal time.
- **Grade Pre-K:** Teachers will escort their students outside by bus number, directly from the portable building through the Playground to the buses (Security will be at the gated entrance).
- **Grade K:** Teachers and SRP's will escort their students by bus number from the rear exit door in the East wing through the Playground to the buses (Security will be at the gated entrance).
- **Grades Pre-K & K Students Picked Up (Day Care or Parent Escort):** Will sit 6 feet apart in the gymnasium and exit through the gymnasium exterior door. When daycare providers or parents arrive, they will have their identification checked and sign out their students. Adults will not enter the building. Security will be posted at this door.

## **PARK AVENUE SCHOOL**

### **UPON ENTERING SCHOOL**

**4 Points of Entry:** Students use hand sanitizer upon entering the classroom

- **Grade 1:** West Hallway Entrance (Teachers and TAs will be assigned to escort students to their classrooms)
- **Grade 2:** West Hallway Entrance (Teachers and TAs will be assigned to escort students to their classrooms)
- **Grade 3:** Blacktop Entrance Double doors (Teachers and TAs will be assigned to escort students to their classrooms)
- **Grades 4 & 5:** Classes will line up outside on the blacktop area and enter through the South rear door entrance

### **DISMISSAL**

#### **4 Exit Points:**

- All walkers will be dismissed first through the rear South exit.
- Bus students: Route numbers will be called at dismissal time in a staggered manner.
- Grades 1 & 2 Student Pick Ups: Students in grades 1 & 2 will sit 6 feet apart in the Auditorium and then egress with their parent/guardian through the main entrance doors. Parents will use the main foyer area to sign out their child(ren).
- Grades 3, 4 & 5 Student Pick Ups: Students in grades 3, 4, & 5 will sit 6 feet apart in the gymnasium and then egress with their parent/guardian through the gymnasium doors.
- Late Arriving Buses: There will be three designated areas in the building where students will stand 6 feet apart while waiting for their buses (or parents) to arrive.

## **POWELLS LANE SCHOOL**

### **UPON ENTERING SCHOOL**

#### **BUSES WILL STOP AT ENTRANCE NEAR ROOM "E," MAIN LOBBY AND:**

**3 Points of Entry:** Use of hand sanitizer upon entering the building

- **Grade 1 & 2:** Enter through the door in Bus Circle, near Room E (School Related Personnel and one security guard will be assigned to East Wing corridor to escort students to their classrooms.) (9 Classes)
- **Grade 3, Grade 4 & (1) 4/5 Class:** Main Entrance (School Related Personnel and 1 security guard will be assigned to the Main Lobby, Main Hallway, and West Wing corridor to escort students to their classrooms.) (10 Classes)
- **Grades 5:** Enter through the door near Room A. Enter the gymnasium. (School Related Personnel will escort students to their classrooms). (6 Classes)
- **Social Distancing:** All students and faculty will practice 6 feet of social distancing.
- **Inclement weather:** Students walk straight to the classroom, observing social distancing while following markers placed on the floor.

### **DISMISSAL**

- Bus numbers will be announced at dismissal time.
- **Grade 1 & 2:** Exit through door in Bus Circle, near Room E (9 Classes)
- **Grade 3, Grade 4 & Grade 5:** Exit through Main Exit door (17 Classes)
- Dismissal will be staggered based on the arrival of buses.
- School-Related Personnel will be strategically placed in the hallway to supervise dismissal.
- Teachers will remain in their classrooms with their students as they await the arrival of the next Bus.
- **Walkers:** Will wait on the auditorium stage. They will exit through the main entrance door before the students boarding the buses.
- **Student Pick Ups:** Students will sit 6 feet apart in the gymnasium. Parents will pick up their children using the gymnasium exterior door.

## **Westbury Middle School (Grade 7 &8) & Annex (Grade 6)**

### **Arrival**

- We will use various entrance and exit doors to facilitate arrival and dismissal while ensuring social distancing.
  - WMS: Breezeway, Ramp, Auditorium, and Library Level entrances
  - Annex: Main entrance and exit doors assigned by bus routes: Front door, Side door by technology, and Side door by the Security Office
- Students, staff, and visitors will be instructed to wear protective face coverings.
- After entering the vestibule, all individuals receive a thermal check. Students with 100.3 degrees or higher will wait in the nurse's office for a parent/guardian to pick them up. Adults with a fever will not be allowed in the building.
- Sixth-grade students at the Annex will enter the building through the main entrance. Upon clearing a thermal check, they will pick up breakfast at the main entrance and proceed to their first-period class.
- Sixth-grade students at the WMS main building and seventh graders will enter WMS through two entrances in the breezeway.
- Eighth graders will enter through the Library Floor entrance on the side of the building facing Rockland street.
- The first 311 students at WMS will be sent to the Auditorium (80), Cafeteria (51), Boys Gym (134), and Girls Gym (46). The rest of the students will report to their first-period class.
- We do not plan to use a hallway or gym lockers.

### **Dismissal**

- Annex:
  - Students will be dismissed from their classrooms two buses at a time.
  - Students who are picked up will wait in the cafeteria. Parents/guardians will sign-out their child in the vestibule after all buses have departed.
- WMS
  - Students who ride the buses will be dismissed first, beginning with the first two buses and continuing with the dismissal of two buses at a time.

## **Westbury High School**

### **Arrival**

- Students arrive by walking, being dropped off by parents, car, or by bus transportation.
- Students will use the three main entrance doors at the front of the building facing Post Road.
  - Three main entrance doors will be opened with students approaching the kiosk and having their School ID scanned for attendance purposes.
  - Thermal checks and hand sanitizer pump stations are located outside the entrance door.
  - Walkers and students dropped off at school will stand in a lane marked by signage.
  - Students will come off the Bus one at a time and enter the school building via their School ID through the front entrance.
  - Signage is placed around the schools displaying direction and reminding of the need to practice proper hygiene.
  - There will be signage markings on the floor to indicate proper distancing and direction.
- If a student has an elevated temperature (100.3°F), they are escorted to the "Wait Room" located in our Student Based Health Center to await pick up.
- Students, staff, and visitors will be asked to wear protective face coverings.
- Hallway and gym lockers are not being used.

### **Dismissal**

- Students will exit through all west-facing exits
- Buses are parked in 3 locations for dismissal.
  - Students will have specific designated Bus pick up areas
    1. North Parking Lot
    2. South Parking Lot
    3. Current Bus Lane (In front of the school building)

## Appendix B

### Additional Information:

#### Westbury District Website

Check the district website. A copy of a presentation made to the Board of Education by the Superintendent of School, detailing the District's plan to reopen schools in the fall of 2020, is posted there along the Reentry Plan required by and submitted to the State Education Department. Other information specific to the District's response to the COVID-19 health crisis is also posted.

<https://www.westburyschools.org/Domain/8>

- Presentation(s) to the Board of Education:  
<https://www.westburyschools.org/covid19>
- Reentry Plan Submission to New York State Education Department:  
<https://drive.google.com/file/d/1u3tgMO0ysPCxKkQa985NcqH8GSYuOGtZ/view>

Additional safety information, guidelines, and resources are available at:

- New York State Department of Health Novel Coronavirus (COVID-19) Website  
<https://coronavirus.health.ny.gov/>
- New York State Education Department Coronavirus (COVID-19) Website  
<http://www.nysed.gov/coronavirus>
- Centers for Disease Control and Prevention Coronavirus (COVID-19) Website  
<https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- Occupational Safety and Health Administration COVID-19 Website  
<https://www.osha.gov/SLTC/covid-19/>

## **Appendix C**

### **Contact Information**

#### **High School**

Principal – Mr. David Zimble

1-516-876-5047

[dzimble@westburyschools.org](mailto:dzimble@westburyschools.org)

#### **Middle School**

Interim Principal – Ms. Felicia Crawford

1-516-876-5082

[fcrawford@westburyschools.org](mailto:fcrawford@westburyschools.org)

#### **Drexel Elementary**

Principal – Dr. Wanda Toledo

1-516-876-5030

[wtoledo@westburyschools.org](mailto:wtoledo@westburyschools.org)

#### **Dryden Elementary**

Principal – Mrs. Gloria P. Dingwall

1-516-876-5039

[gdingwall@westburyschools.org](mailto:gdingwall@westburyschools.org)

#### **Park Avenue Elementary**

Principal – Mr. Robert A. Chambers

1-516-876-5107

[rchambers@westburyschools.org](mailto:rchambers@westburyschools.org)

#### **Powells Lane Elementary**

Principal – Ms. Claudia Germain

1-516-876-5124

[cgermain@westburyschools.org](mailto:cgermain@westburyschools.org)