

Kenmore-Town of Tonawanda UFSD

DRAFT School Reopening Plan

In Progress: April 23, 2021



Reunite, Reimagine & Redefine

The information contained herein is current as of the date indicated. All information is subject to change based on updated Federal, State and Local guidelines. Please check back often for the most current information.

PLAN DEVELOPMENT

This plan was developed in collaboration with key stakeholders from all constituent groups, including:

- Administrators & Department Directors
- Building Teams with Parent, KTA & KTSEA Representatives
- District Registered Nurse, Medical Director
- Parent and Community surveys
- Faculty and Staff survey
- Board of Education

EXECUTIVE SUMMARY

In response to the Governor's orders, New York State Education Department guidance, Center for Disease Control (CDC) requirements and guidance, along with the Erie County Department of Health (DOH) guidance, this document is intended to offer the Kenmore-Town of Tonawanda UFSD (KTUFSD) information needed to plan for a successful school opening **for the 2020-2021 school year and any subsequent phases or reopening as guidance adjustments permit.**

Guiding Principles for Reopening Schools

Ken-Ton Schools will...

- consider the safety and wellness of students and employees, first and foremost;
- respond to the needs of vulnerable and high needs populations;
- be adaptable and flexible with the ability to move throughout the academic year from one Reopening Plan to another based on public health needs;
- synergize multiple operational and academic factors to develop effective plans;
- ensure engagement with all voices represented in the schools;
- maintain consistent communication with students, families and employees to ensure respect and success within the evolving situation.

As statewide and local COVID-19 public health needs change over time, it is critical for all schools to plan for a variety of learning scenarios for the 2020-21 school year. The KT schools will need to consider multiple factors as they prepare to reopen, including community health needs, student and employee safety, operations, and teaching and learning best practices.

The Assistant Superintendent for Finance is designated as the District COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before phasing in any increased or decreased safety restrictions.

The reopening plan is organized into specific sections. Each section includes guidance, procedures, protocols and/or other measures to describe considerations needed to ensure the safety and health for students, staff and our families.

Communication/Family and Community Engagement:

This section describes the methods the district will utilize to communicate with families, students, faculty and staff regarding information on COVID-19, health and safety guidance, and related topics.

Health and Safety:

This section outlines the safeguards for public health and safety including healthy hygiene practices, use of face coverings, symptoms screening and monitoring, plans for when a stakeholder becomes sick, readmission, and protocols for social distancing.

Facilities:

This section explains the procedures the district will utilize to comply with the required codes for healthy and safe cleaning, disinfection and sanitization procedures. This section also includes information about

building access, classroom layout, cafeteria, personal property rules, playgrounds, hall traffic, arrival and dismissal and extracurricular activities.

Child Nutrition:

This section outlines how the district will ensure all students are provided with access to school meals each day, as well as describing the procedures and protocols that require hygiene, cleaning and disinfection and social distancing before, during and after meal consumption.

Transportation:

This section describes the protocols and steps taken to ensure the safety of staff and students on district approved transportation.

Social Emotional Well-Being:

This section explains the steps taken to create emotionally and physically safe, supportive and engaging learning environments that promote students' social and emotional development.

School Schedules:

This section describes instructional schedules for in person, hybrid or remote learning. Based on guidance from the NYSED, the DOH, and the Governor, the district will determine the instructional model(s) used during the 2020-2021 school year. All core and special area teachers will follow the specifications of the determined model(s).

Attendance and Chronic Absenteeism:

This section describes the mechanisms schools will use to collect and report daily student engagement/attendance. Based on guidance, our goal will be to ensure we have daily contact with students in remote or hybrid settings. Attendance data will be reported in the district school information system.

Technology and Connectivity:

This section describes the process we will use to ensure adequate access to a computing device and high-speed broadband for educational equity. We are committed to providing instruction on appropriate use of technology and IT support for students, teachers and families.

Teaching and Learning:

This section explains how we will ensure continuity of learning regardless of the instructional model. We are committed to providing standards-based instruction, ensuring substantive daily interaction between teachers and students and clearly communicating information about instructional plans with parents and guardians.

Special Education:

An overview is provided on how our district will provide a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

Bilingual and World Languages:

This section addresses the learning loss experienced by many English language learners (ELLs), in both their English language development and their mastery of content area knowledge.

Teacher and Principal Evaluation:

This section highlights the following requirement: Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.

Certification, Incidental Teaching and Substitute Teaching:

This section highlights the following requirement: Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate.

CRITICAL FACTORS for REOPENING PLANS

To develop the most effective Reopening Plans for 2020-21, it is critical to incorporate various factors for comprehensive planning. Below are some factors to be considered:

- **Communication**
 - Identify representative stakeholders
 - Ensure consistent, accurate and timely communication
 - Create structures for two-way communication
 - Anticipate and address misinformation
- **Student Health and Needs (including protocols, signage and instructional materials)**
 - Social distancing and minimizing exposure
 - Face coverings
 - Cleaning and hygiene
 - Monitoring for symptoms
 - Protecting vulnerable populations
 - School Nutrition
 - Social and emotional wellness
- **Employee Health and Needs**
 - Social distancing and minimizing exposure
 - Face coverings
 - Cleaning and hygiene
 - Monitoring for symptoms
 - Protecting vulnerable populations
 - Social and emotional wellness
- **Operations**
 - School Nutrition
 - Transportation and safety
 - School facilities, water and ventilation systems
- **Social-Emotional Well-Being**
 - Monitoring student and staff well-being
 - Providing supports
 - Developing resources

- Building and supporting school culture

- **Instructional Planning**

- Blended Learning
- Determining student learning needs
- Assessing formatively to inform instruction
- Remote Instruction Plan components
- Virtual Learning Academy program considerations
- Professional development
- Attendance and grading procedures

- **Issues of Equity and Excellence**

- Access to devices and broadband
- Variances of home learning environment
- Access to quality professional development to improve quality Blended Learning
- Resource development to improve quality Blended Learning
- Responsiveness to student needs, such as poverty, language barriers, differentiated academic challenges. 504 Plans, etc.

- **State and Federal Regulations and Policies**

- Summative assessments/accountability
- CTE credentials, performance-based measurements, and state assessments
- Kindergarten screening processes
- School Improvement Plan processes
- Specialized services, such as Special Education, Section 504 Plans, English Language Learners, McKinney-Vento, Enrichment, Academic Interventions, etc.
- Enrollment and attendance issues
- Teacher and Principal performance evaluations
- Teacher certification (including substitute teachers)

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

Communication is essential to help ensure that the information staff, students, families are getting is coming directly from reliable sources. The district will use resources from a trusted resource like the [CDC](#) to promote behaviors to prevent the spread of COVID-19.

General Information:

The district will disseminate COVID-19 information through multiple channels to staff, students and families. The district will also ensure that families are able to access communication channels to appropriate staff at the school with questions, concerns, and feedback.

The district will put up signs, posters, and flyers at main entrances and in key areas throughout school buildings and facilities to remind students and staff to use face coverings, wash hands, and **maintain appropriate physical distancing** whenever possible. Students who cannot yet read will be taught what the signs' language and symbols mean. Information will be able to be translated into any language spoken by students and families.

KTUFSD Schools will:

- Develop reliable, age-appropriate, and culturally responsive information available to students, families, and staff about COVID-19 prevention and mitigation strategies.
- Share regular announcements on reducing the spread of COVID-19 on daily announcements and in district, school, and classroom communications.
- Include messages and updates about stopping the spread of COVID-19 in routine communications with staff, students and families, such as in newsletters, emails, social media, and on the district website.
- Involve students' families in outreach by utilizing local groups/organizations to support disseminating important information on COVID-19.

District Communications

The district will utilize numerous communication channels to inform parents, families, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the COVID-19 pandemic.

Text/Email/Voice Notifications

The most highly utilized communication channel will be email, text, and voice notifications to parents/guardians through our student management system, Infinite Campus. Through this system, school and district staff are able to quickly disseminate information through text messages, emails, and voice (robocall) messages. Messages will provide information on how to obtain more information, such as through email attachments and webpages. It is very important for parents/guardians to make sure their most up-to-date contact information is on file and that they are set up to receive these notifications. They can do this by contacting their child's school,

by emailing ICPortal@ktufsd.org, or by logging into their Infinite Campus Parent Portal account. Additional information can be found on the District Notifications page at www.ktufsd.org/notifications. All district-level notifications will be posted to a webpage, which will be accessible at www.ktufsd.org/reopening, where parents/guardians will be able to use the Google Translate feature embedded in the website to translate these notifications into other languages.

Website

The school website (www.ktufsd.org) is the primary repository for letters, documents, event headlines, frequently asked questions, and general information about the district and each school building. The website has a dedicated page for all correspondence and notifications, sorted chronologically, regarding the coronavirus pandemic. A separate dedicated webpage contains guidance documents released by the Department of Health, New York State Education Department, Governor's Office, and the Center for Disease Controls. The website will often be used to provide more detailed information or file attachments which cannot be shared through text, email, and voice notifications. **Weekly updates are posted on Friday of each week.**

Social Media

Because of the high number of parents/guardians connected with the district on social media, the district will also utilize its Facebook and Twitter pages for two-way communication and to alert families of updates and important information which is also being shared via text, email, and voice notifications. Updates will be made at least weekly through the KenTon Weekly Connection.

Direct Mail/Take-Home Information

Occasionally, the district will also share information with families in hard-copy format through the U.S. mail or in student backpacks/take-home folders.

Staff Notifications

The district will utilize its email system as its primary method of electronic communication with staff during normal business hours. Staff who do not have a district email account will receive information through their immediate supervisors. For important information which needs to be shared outside of normal business hours, the district may also utilize the Staff Messenger tool through the Infinite Campus. Staff can email ICPortal@ktufsd.org to make sure their contact information is up-to-date and to ensure they are set up to receive these messages.

Parent, Family & Student Information

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

- When/how long to stay home from class/other activities if they are sick. This will include details on how this will affect student instruction.

- What they should do if exposure is suspected and what will happen if a student tests positive. This will include details about isolation and when they can return to campus/class/activities. This will also include details about procedures if a student's close contact tests positive.
- How student health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to campus, including any new procedures, updates to timing, etc.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures students in vulnerable populations should take.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.

Faculty & Staff Notification

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

- When/how long to stay home from work if they are sick. This will include details on return to work protocols how this will affect paid time off and/or qualification for paid family medical leave or **other available COVID-19-related leaves**.
- What they should do if exposure is suspected and what will happen if an employee tests positive. This will include details about isolation and when they can return to work. This will also include details about procedures if an employee's close contact tests positive.
- How employee health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to work, including any new procedures, updates to timing, etc. This will include details on who is permitted to work from home and under what circumstances.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures employees in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.
- How work spaces/classrooms/common areas will be cleaned/disinfected and what is the responsibility of employees vs. district?

District Level Communication	School Level Communication	Teacher Level Communication
<ul style="list-style-type: none"> ● Information and updates on the district-level planning process, and the overarching framework for school-level planning ● District-wide procedures, protocols, decisions, and guidelines which apply to multiple school buildings and district offices/operations ● Information on health and safety procedures which apply to all students, staff, and visitors district-wide ● Opportunities for collaboration and communication with district departments and leaders ● Updates and guidance from district-level departments such as Transportation and Food Service ● Information and updates pertaining to state- and/or federal-level decisions and guidance which impact school and district planning ● Regular reminders on how to stay safe and mitigate the spread of COVID-19 	<ul style="list-style-type: none"> ● Information and updates on school-level planning ● School-level procedures, protocols, decisions, and guidelines unique to that individual school ● Specific information pertaining to daily operations as it impacts students, staff, and families such as arrival/dismissal times and procedures specific to each school, scheduling, etc. ● Opportunities for collaboration and communication with the school and school leaders ● Information pertaining to grading, academic guidance, and building-wide expectations ● Regular reminders on how to stay safe and mitigate the spread of COVID-19 	<ul style="list-style-type: none"> ● Information and updates on classroom-level planning ● Classroom-specific procedures, protocols, decisions, and guidelines unique to that individual classroom ● Opportunities for collaboration and communication with individual teachers ● Information pertaining to lessons, assignments, expectations, etc.

Stakeholder meeting dates are listed on the district website.

HEALTH AND SAFETY

The health and safety of students, faculty, staff and families is paramount, and is the top factor in all considerations for reopening our schools. The district will establish protocols and procedures to mitigate the spread of COVID-19 through preventive measures that minimize opportunities for exposure.

General Information:

Prior to reopening school buildings, administrators will consult the most recent federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support and communication resources. Administrators will also ensure that appropriate inventory of Personal Protective Equipment (PPE) and cleaning/disinfection have been purchased. The district will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering. The district will also train all faculty and staff on the precautions either remotely or in-person. A workplace assessment will also be conducted in each of the buildings. Each building will identify a COVID-19 point person.

The Health and Safety section is extensive but not exhaustive. National, state and local guidance will always be consulted for the most up-to-date requirements and recommendations.

These factors have been considered when determining resumption of in person instruction:

- Ability to maintain appropriate social distance
- PPE and cloth face mask availability
- Availability of safe transportation
- Local hospital capacity – consult with the local department of health.
- All building plans were reviewed for maximum social distance guidelines.

Health Screenings	<p>On a daily basis, employees, visitors, and students (and/or the student's parent/guardian) will be expected to attest to the following statements (method to be determined):</p> <p>Have you experienced any of these new or worsening symptoms in the last 10 days: Cough, Shortness of Breath or Trouble Breathing, Fever (greater than or equal to 100° F), Chills, Muscle Pain, Sore Throat, New Loss of Taste or Smell, Nausea, Vomiting, Diarrhea, Headaches, Fatigue/feeling of tiredness or Nasal Congestion/Runny Nose? Note- Please answer 'yes' only if you are experiencing a new onset of symptoms or a change in symptoms from your baseline if you have a diagnosed and documented pre-existing condition such as allergies, asthma. This question is NOT dependent on vaccination status- if you are experiencing symptoms, you must follow the</p>
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return-to-school protocols.

ECDOH Definition of a Close Contact = within 6 feet of the positive individual for at least 10 minutes. In the past 10 days have you been in close contact with anyone who has tested positive for COVID-19? If you have been fully vaccinated for at least 14 days and less than 90 days OR if you have tested positive for COVID-19 within the last 90 days, you can answer 'no' to this question.

Have you tested positive for COVID-19 within the last 10 days? If you have been fully vaccinated AND/OR if you have tested positive for COVID-19 within the last 90 days, please email your Principal and Trevor Brown (tbrown@ktufsd.org) for further guidance.

Have you traveled internationally to a CDC level 2 or 3 COVID-19 related travel health notice country in the past 10 days? As of April 1, 2021 quarantining after travel within the US is not required but encouraged. Mandatory quarantine is in effect for international travelers. This question is NOT dependent on vaccination status-you must follow State and Federal guidelines for International travel upon re-entry to the US.

Is your temperature at or above 100° F today? This question is NOT dependent on vaccination status- if you are experiencing symptoms, you must follow the return-to-school protocols.

Based on an AFFIRMATIVE response to one or more of the above questions, you are deemed as a potential risk of COVID-19. Please note that the District, under Educational Law 906, may notify a local public health agency.

As a precaution we will place thermal temperature scanners at the entrances of our schools. If an individual's temperature is determined to be elevated, they will be pulled aside, given a minute to allow body temp to regulate in the event elevated from rigorous activity or environmental temperatures. Individuals will be screened a second time using the thermal scanner. Additionally, a third temperature can be taken using a touchless thermometer if necessary. If still elevated, the nurse will be called so the individual can be evaluated further and either isolated or sent home immediately.

All staff will be educated to observe students or other staff members for signs of any type of illness such as:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom.

This 'education' will be accomplished by mandatory training through an online platform of all staff including a hand-out placed in each staff member's orientation packet, hanging posters in each classroom noting the symptoms and additional direction by the school nurse at the introductory Faculty & Staff Meeting. Additionally, online training material will be available for parents to access at home.

	<p>The symptoms of Coronavirus will be posted on the district website. Faculty and staff are required to send symptomatic persons to the school nurse or other designated personnel to the dedicated isolation area until the parent/legal guardian is notified and the student is picked up or otherwise sent home.</p> <p>District Contact Tracing and Testing Plan Link</p>
Vaccination	<p>Per NYSDOH April 9, 2021 guidance p. 6, In NYS, P-12 teachers and staff have been eligible to receive the COVID-19 vaccine since January 11, 2021. Asymptomatic fully vaccinated individuals do not need to quarantine if exposed to COVID-19.</p>
Positive Screen Protocol	<p>The district will comply with the Department of Health (DOH) and Center for Disease Control (CDC) guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or a diagnosis of confirmed case of COVID-19. The return to school will also be coordinated with the local Department of Health (DOH).</p> <p>Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing.</p> <ul style="list-style-type: none"> ● Students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) must be immediately separated from other students and supervised until their parent/legal guardian or emergency contact can retrieve them from school. ● Students who are sent home because of a positive screen will follow up with their healthcare providers. ● Responsible Parties should provide such individuals with information on health care and testing resources, if applicable. ● Responsible Parties must immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19. ● Responsible Parties must require individuals to immediately disclose if and when their responses to any of the aforementioned questions changes, such as if they begin to experience symptoms, including during or outside of school hours. <p>Flow Chart for Student/Staff Positive COVID-19 Test</p>
Healthy Hygiene Practices Link to CDC Posters	<p>Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. Schools are strongly encouraged to provide instruction to the school community in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. Additionally, schools must post signs throughout the school and should regularly share messages with the school community.</p> <p>Signage should be used to remind individuals to:</p> <ul style="list-style-type: none"> ● Stay home if they feel sick. ● Cover their nose and mouth with an acceptable face covering when unable to maintain physical distance from others or in accordance with any stricter policy implemented by the school. ● Properly store and, when necessary, discard PPE. ● Adhere to social distancing instructions. ● Report symptoms of, or exposure to, COVID-19.

	<ul style="list-style-type: none"> ● Follow hand hygiene, cleaning and disinfection guidelines. ● Follow respiratory hygiene and cough etiquette. Teaching healthy hygiene practices can be accomplished in person, by videos, announcements, and posters or signs. <p>Schools will post signage in highly visible areas such as: Entrances, Restrooms, Cafeteria or other dining areas Classrooms, and Administrative offices.</p>
<p>Hand & Respiratory Hygiene</p> <p>Elementary Poster</p> <p>Secondary Poster</p> <p>Cover Your Cough Poster</p>	<p>Teachers and support staff will reinforce proper hand hygiene and cough/sneeze covering with all students. Educational videos regarding handwashing, facemask protocol and other public health measures will be made available to students and staff. Times should be designated on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:</p> <ul style="list-style-type: none"> ● at the start of the day when children enter the classroom, before snacks and lunch ● after using the toilet or helping a child use a toilet ● after sneezing, wiping, and blowing noses ● after snacks and lunch, particularly if hands are sticky, greasy or soiled ● when students come in from outdoor play or recess <p>The district will provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, and lined trash receptacles.</p>
<p>Plan for when a staff member, student, or visitor becomes sick</p>	<p>Each school will identify an area to separate anyone who exhibits COVID-like symptoms during hours of operation, and ensure that children are not left without adult supervision. Each school will designate 2 rooms if available for school health service personnel. One room will be for healthy students to obtain medications and nursing treatments. The second room will be for isolating ill persons.</p> <p>Procedures will be established for safely transporting anyone sick to their home or to a healthcare facility, as appropriate Health officials, staff, and families will be notified of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. Areas used by any sick person will be closed off and not used until they have been disinfected.</p> <p>Sick staff members or children will be advised not to return until they have met CDC and/or DOH criteria to discontinue home isolation. Those who have had close contact with a person diagnosed with COVID-19 will be informed to stay home and self-monitor for symptoms, and to follow CDC or DOH guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC or DOH guidance for home isolation. Any employee or student who screens positive for any of the above criteria (i.e., symptoms, test, or close contact) is prohibited from entering the school. They will be sent home with instructions to contact their health care provider for assessment and testing. The District will refer to NYSDOH’s “Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure” regarding protocols and policies for individuals seeking to return after a suspected or confirmed case of COVID-19 or after close or proximate contact with a person with COVID-19. The District</p>

	<p>will cooperate with the Erie County Department of Health on contact tracing efforts, including notification of potential contacts, such as employees or students who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.</p> <p>The health office will have an isolation area for suspected sick students until such time as the student can be transported home or to the hospital. If necessary, the District will have ready a plan for deep cleaning, disinfection, and temporarily closing as ordered by the DOH, in the event of a positive COVID-19 case.</p> <p>Flow Chart for Symptomatic Student or Staff Link</p>
<p>Plan for when a student or staff member or student who has been determined to be at high risk or living with a person at high risk</p>	<p>Students/families should contact their school administrators and provide a doctor’s note to request accommodations based on medical need.</p> <p>Faculty and staff should contact Human Resources to discuss their situation to seek reasonable accommodations, if appropriate.</p>
<p>Social Distancing</p>	<p>Social Distancing also called “physical distancing” means keeping the CDC recommended space between yourself and others, which may vary across settings as determined by the CDC or DOH. Schools will develop, implement, and enforce social distancing in all school facilities and on school grounds in accordance with provided guidance, including transportation, to the extent possible. To the extent possible schools will:</p> <ul style="list-style-type: none"> ● Ensure that student groupings are as static as possible by having the same group/cohort of students stay together. ● Follow all safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use. ● Make arrival schedule changes for students who walk or are dropped off at school by a parent or caregiver if necessary. ● Establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building, to the greatest extent possible. <p>Additionally, schools will reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations:</p> <ul style="list-style-type: none"> ● If possible, cohort students. ● Whenever possible, hold physical education and music classes outside and encourage students to spread out. ● Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use. An alternate option will be to have planned breaks to the extent ● Adjust seating to support social distance protocols.

	<ul style="list-style-type: none"> ● Open windows to improve ventilation. Do not open windows if there is a health or safety risk (e.g., allergies, or potential fall); ● Keep individual student belongings separated. Limit use of shared supplies to one group of students, clean between use by cohorts of students; ● Use visual aids (e.g., painter’s tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing to support social distancing; ● Ensure that a distance of six feet in all directions is maintained between individuals while participating in activities requiring projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.
<p>Medically Vulnerable/High-Risk Groups</p>	<p>Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/guardians to work with their child’s healthcare providers and school so that an informed decision can be made on how best to meet the child’s needs at school while protecting their health and safety. Transitioning these students back to school requires:</p> <p>Planning and coordination of:</p> <ul style="list-style-type: none"> ● school health services personnel; ● special education personnel; ● pupil personnel services; and ● administration. <p>Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:</p> <ul style="list-style-type: none"> ● Additional PPE for staff caring for such students; ● Assigning designated staff member(s) to care for the student; and/or ● Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.
<p>Personal Protective Equipment (PPE)</p>	<p>Face coverings (masks) will be required to be worn at all times. Including, but not limited to:</p> <ul style="list-style-type: none"> ● Any time students and/or personnel are less than six (6) feet apart from one another. ● Upon entry to the building until arriving in your workspace or classroom. ● While in any common spaces <ul style="list-style-type: none"> ○ Hallways, restrooms, entrances, etc. ○ For staff, this also includes break rooms for lunches and breaks, supply closets, restrooms, copiers, etc. ● When in tightly confined spaces occupied by more than one individual at a time. (elevators, supply closets, etc.) ● When there is more than one occupant in a District vehicle. <p>Masks will be available for anyone who may not bring their own on any given day.</p> <p>Masks or cloth face-coverings may be removed for mask breaks in the following instances:</p> <ul style="list-style-type: none"> ● When scheduled by faculty/staff ● At least six (6) feet of social distance is able to be maintained. ● During meal consumption, while students are seated and appropriate 6ft. social

	<p>distance is maintained.</p> <ul style="list-style-type: none"> • During designated “mask breaks” while appropriate social distance is maintained. • In-person gatherings when held in an open, well-ventilated space with appropriate social distancing among participants. • Employees are in their normal workspace while observing social distancing, or working alone within a workspace. • Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. In these cases, alternate accommodations may be made. <p>Mask breaks should occur throughout the day. Mask breaks should occur when students can be six feet apart and ideally outside or at least with the windows open.</p> <p>Face coverings should not be placed on the following:</p> <ul style="list-style-type: none"> • Children younger than 2 years old; • Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction; • Anyone who has trouble breathing or is unconscious; or • Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance. <p>Transparent face coverings provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers. The district may use alternate PPE (i.e., face shields or coverings that are transparent at or around the mouth) for therapies or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for certain students (e.g. hearing impaired) that benefit from being able to see more of the employee’s face.</p> <p>All individuals in school facilities and on school grounds must wear a face covering at all times. However, whether this plan indicates a mask does not need to be worn in a given scenario, all employees reserve the right to wear a mask in a situation when they are not required. They also have the right to request those they are interacting with to wear a mask along with them. All employees should be considerate of those who are wearing a mask and those who request that they put a mask on for their interaction.</p> <p>The building principal will work with their custodians to conduct regular inventories of PPE to ensure adequate supplies are available at all times.</p>
<p>Plan for when a student or staff member receives a positive diagnostic COVID test</p>	<p>The district will comply with the Department of Health (DOH) and Center for Disease Control (CDC) guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or a diagnosis of confirmed case of COVID-19. The return to school will also be coordinated with the local Department of Health (DOH).</p>

<p>Visitors, Construction Contractors, and Non-Essential Employees</p>	<p>Visitors to the building will be limited. They will be required to adhere to CDC screening guidelines. Limitations include employees who are not otherwise scheduled to work in a given building on a given day.</p> <p>Visitors who buzz for entry to the building should be communicated through the buzzer system only. Employees will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail. If they are dropping something off, they should be advised to leave the item at the door. During the school year, each building will determine a safe protocol for mail delivery.</p> <p>To the extent possible if in hybrid/remote learning, we will encourage virtual parent meetings.</p> <p>Only visitors with scheduled meetings with an employee in the building should be allowed in. Visitors will be required to respond to monitoring questions, sanitize their hands upon entry to the building and wear a face covering, disposable masks will be available for those who need one.</p> <p>To the extent possible, deliveries should be made to building loading docks. Delivery people should be requested to wear a face covering when entering the building. Social distancing should be practiced.</p>
<p>Before and After School Care Programs</p>	<p>All on-site, community-based before/aftercare programs will follow school building and district plans. Additional programmatic information may be found at the following links: Boys and Girls Club Program & YMCA Program</p>

FACILITIES

The district will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19. To accomplish this, schools may re-purpose physical space within their buildings or make changes in programming or operation.

General Information:

Prior to reopening the school buildings, administrators will consult the most recent federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources. Administrators will also ensure that appropriate inventory of personal protective equipment (PPE), and cleaning/disinfection have been purchased. The district will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures,

and properly wear a face covering. The district will also train all faculty and staff (“employees”) on the precautions either remotely or in- person. A workplace risk assessment will also be conducted in each of the buildings. Each building will identify a COVID-19 point person.

<p>General Health and Safety</p>	<p>KTUFSD schools will follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of the NYSED Re-Opening Guidance. The Facilities portion of the district’s, or other applicable school’s, reopening plan will seek assurance that school districts or other applicable schools will meet all requirements associated with building space related changes that they may elect to make.</p> <p>KTUFSD is currently engaged in a Building Condition Survey with CPL Architects, LLC and will ensure compliance of the 2020 BCS as part of the reopening plan. Any material changes to instructional space or otherwise will be consulted with the Office of Facilities Planning. Floor plans will be vetted through the District’s local architectural firm to be reviewed by OFP.</p>
<p>Capacity:</p>	<p>Each school will comply with appropriate physical distancing requirements under the NYSDOH guidelines issued on April 9, 2021.</p> <p>Additionally, each school has reviewed the phasing and quantity of students, faculty and staff allowed to return in-person considering factors such as ability to maintain appropriate physical distance, manage health and safety screening protocols, and PPE availability.</p>
<p>Cleaning and Disinfecting</p>	<p>The District will conduct regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed.</p> <p>A deep cleaning of all buildings will take place prior to students and staff being reintroduced. Regular building cleaning and disinfecting practices will occur at the end of each workday, including routine cleaning and disinfecting of work surfaces and areas in the work environment, including restrooms, offices, break rooms, classrooms, and other spaces throughout each building. Daily cleaning and disinfecting will be conducted in high-touch areas (door handles, sink handles, drinking fountains, electronics, shared objects). While most surfaces will need normal routine cleaning, including outdoor areas, frequently touched will require daily disinfection as well. Restrooms should be cleaned and disinfected more often depending on frequency of use.</p>

Office spaces will be cleaned on the second shift daily. High touch areas in office spaces will be disinfected daily.

Toys, classroom objects, community play materials, community supplies, and physical education equipment will be disinfected daily. As per the CDC, outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.

Coverage hours for cleaning staff could be expanded if needed, to allow more frequent cleaning throughout the day, including frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas.

Custodial and cleaning staff will also clean and disinfect routinely throughout the day. Custodial staff will maintain a daily cleaning log documenting date, time, and scope of cleaning, and keep it on file at each building.

Custodial and cleaning staff will be provided with disposable gloves and masks to perform their cleaning and disinfecting duties.

The District will follow the hygiene and sanitization requirements from the Center for Disease Control and Prevention (CDC) and NYSDOH document "Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19". Disinfecting products specifically labeled for SARS-CoV-2 have been procured and will be used.

The District will provide disposable wipes to faculty and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before and/or after use, followed by hand hygiene.

If an employee becomes ill with COVID-19, the building will be disinfected and the district will look to CDC and NYSDOH for recommendations.

Buildings and Grounds staff will receive training on proper cleaning and disinfecting procedures as well as the proper use of each product. Training will be ongoing and reinforced.

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

Fire Code Compliance	Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. Should alterations be necessary to appropriately social distance our students and staff, such proposed changes will be submitted to the Office of Facilities Planning (OFP) for review and approval, and that any submissions dedicated to “COVID-19 Reopening” will be labeled as such.
Doorways	Many stairs and corridor doors have closers with automatic door open holds. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged due to compliance. Fortunately, they need not be touched during normal use. All interior surfaces will be disinfected with the disinfecting sprayers that exceed guidelines recommended by the CDC.
Emergency Drills	<p>The District will conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they must be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the district’s or other applicable school’s decision and responsibility. Those changes must be included in the Fire Safety plans.</p> <p>Schools are recommended to develop instructions for students to maintain social distancing when evacuated.</p>
Inspections	Required inspections will be conducted and submitted per state deadlines. These inspections minimally include Building Conditions Surveys and Visual Inspections.
Lead-In Water Testing	DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of “normally occupied operation” for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.
Availability of Hand Sanitizing Stations	Sanitizing products will be provided and located on/near commonly shared equipment and supplies (i.e. copiers). Prior to use of a shared piece of equipment, the employee should sanitize the parts that will be touched. After use of a shared piece of equipment, the employee should sanitize the areas that were touched. Employees

	<p>should then practice hand-washing or hand sanitization procedures. Employees must ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable.</p> <p>The District will maintain logs that include the date, time, and scope of cleaning and disinfection. The District will identify cleaning and disinfection frequency for each facility type and assign responsibility.</p> <p>Buildings and grounds employees will provide and maintain hand hygiene stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.</p>
Drinking Fountains	<p>Drinking fountains will be cleaned routinely throughout the day. District will comply with 1 fountain per 100 students. Students and staff are encouraged to bring their own water bottles and utilize touchless bottle filling stations available throughout the schools.</p>
Use of Partitions	<p>The CDC no longer recommends physical barriers for mitigation where physical distancing cannot be maintained. A preferred approach is enhanced ventilation and air filtration to dilute and remove any SARS-Cov-2 particles from the air as described below and in the CDC school guidance.” (Page 7 DOH guidance issued April 9.</p>
Ventilation	<p>The buildings and grounds staff will ensure ventilation systems operate properly and increase circulation of outdoor air to the extent possible. Bi-polar ionization systems will be installed on existing filtration where possible practical. Bi-polar ionization reacts with airborne contaminants, creating a larger mass for existing filtration systems to capture. Rooms with windows will be strongly encouraged, if not required, to hold windows open to increase this circulation, unless this poses a safety or health risk to students using the facilities.</p>

CHILD NUTRITION

The District is committed to ensuring all students have uninterrupted access to school meals each day, regardless of the location of their instruction. The district will also ensure students will be socially distant while consuming meals, as masks are not able to be worn while eating.

Access to Meals

Students will have access to school breakfast and lunch meals every school day while in attendance or learning remotely. Schools will determine location for meals when students are in attendance, ensuring 6ft. social distancing. The district will provide access to lunches for students who are not in attendance either in advance or at a designated location on the day of remote learning. **School meals are free to all students through September 30, 2021.**

Food Service Safety

The district will follow all health and safety guidelines as required by CDC and DOH. All standard operating procedures for sanitation will be updated for school kitchens, cafeterias, serving areas and storage areas

- Gloves, masks, disposable aprons and other supplies will be made readily available.
- Fresh, healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce will be promoted.
- Work stations will be reorganized for proper physical distancing during meal preparation and meal service.
- Physical distancing will be required during meal times as face coverings are not possible. Meal times may be staggered, other building spaces may be repurposed for meal service, or meals may be consumed in classrooms if appropriate social distancing can't be maintained.
- **Barriers will remain at the point of sale/point of pickup, consistent with food service guidance.**
- The District will ensure adequate supplies of gloves, face masks, disposable aprons, and other supplies are readily available for each meal service area.
- The District will provide physical distancing guides in food service areas such as:
 - tape on floors
 - signage
 - increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables
- Grab and go lunches may be utilized in all buildings

The district will follow all necessary precautions to ensure the safety of our students with food sensitivities including all allergies and religious restrictions.

The district will ensure 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.

- Each building will design and communicate a plan to have students engage in proper hand hygiene before and after eating. Hand hygiene will be focused on with frequent hand washing and hand sanitizing encouraged. Food and beverage sharing will be strongly discouraged.

The district will follow all necessary 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.

- All meal service areas will be sanitized in between each group of students. Standard operating procedures will be developed to train and communicate this procedure to all staff.

The district's Food Service program will adhere to all Child Nutrition Program requirements. We will work closely with the NYSED Office of Child Nutrition to submit any waivers needed to ensure operations are within waiver allowances.

The district's Food Service program will use a variety of communication methods including website, social media, emails, robocalls, newsletters and ensure communications are translated into the languages spoken by families in the district as much as possible. Plans will be finalized to include how families will have access to food service ordering and purchasing options in the remote learning plan as well as the hybrid learning plan..

Food Service will have a specific contact person to receive and respond to communications from families. The contact's information will be included in all written materials that are provided to families and to school staff.

TRANSPORTATION

The district will provide transportation for students in order to ensure continued access to on-site instructional plans. Health and safety guidelines as well as social distancing requirements will be followed.

Access to Transportation

Student Transportation supports student access to the educational environment at school. Without it, many students will be unable to attend school. As a logistical operation, the primary issues determining a course forward are the constraints placed upon the transportation department such as: ride times, school start and dismissal times, the age range of the students transported together, funding available, and now, social distancing and cleaning requirements

Safety on the School Bus

All students will be required to wear face coverings at all times on the bus. Students who are unable to medically tolerate a face covering are not subject to the required use of a face covering, and alternate arrangements may be made to ensure the health and safety of all individuals. **Such individuals must have documented exemptions approved by the school nurse.**

- Reducing bus capacity on an average will be the priority to mitigate risk of viral spread on the bus.
- Start times may need to be staggered in order to ensure all students are transported to school.
- Siblings may be required to sit together, as social distancing among family members is not required.
- **To the extent possible, the district will restrict the instances where students are seated together who are not from the same household.**
- In addition, all students may have assigned seats and the same grade level would be in closest proximity (except for siblings)
- To attempt to further reduce density, we believe that parent provided transportation would significantly mitigate this concern. We will canvas parents to determine who might be willing to opt out of transportation with the understanding that at any time a parent may opt back in.
- **To the extent possible, windows on buses will be opened to help with airflow throughout the bus.**

Students are expected to wear a face covering upon boarding the school bus or vehicle. However, PPE will be available for students who are not wearing appropriate face coverings prior to school bus or vehicle entry. Students who do not have a mask will not be denied transportation. Students who do not have masks will be provided one by the district. Students with special needs or students who are medically fragile that have a documented disability which would prevent them from wearing a mask will not be required to wear a face covering per district-approved medical accommodations, and will not be denied transportation.

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 daily. High contact areas will be wiped down after each morning and afternoon bus run is complete.

School buses will be equipped with hand sanitizer. School bus drivers, monitors and attendants are able carry personal bottles of hand sanitizer with them on school buses. Wheelchair accessible school buses will be configured so all wheelchair placements will be socially distant at 6 feet apart.

School bus drivers, monitors, attendants and mechanics will perform a screening assessment for symptoms of COVID-19 before arriving to work. If personnel have answered yes to any of the required questions, or are experiencing any of the symptoms of COVID-19, they should notify their employer and seek medical attention.

School bus drivers, monitors, attendants and mechanics are required to wear a face covering at all times. An optional face shield may be considered if accommodations are needed.

Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment (PPE) and the signs and symptoms of COVID-19. The transportation department will provide PPE such as masks and gloves for drivers, monitors and attendants on buses. Hand sanitizer will also be provided for all staff at their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. Drivers, monitors and attendants who must have direct physical contact with a child will be required to wear gloves.

All parents/guardians will be required to complete a daily attestation that their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100°F/37.78°C or more prior to them boarding their method of district-provided transportation to school.

If the school district is in session remotely all or in part, the district will provide transportation to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them in an out of district schools that may be in session when the KTUFSD district is not. The district will provide transportation for children who are in foster care, homeless or attend private or charter schools in the same manner as transportation is provided for all students.

We recognize that as more and more parents assist with reducing capacity by volunteering to drive students to school, we will offer more flexibility at the building level with morning and afternoon transitions in order to remedy traffic concerns. Please note that at this time, school start and end times will remain unchanged.

SOCIAL EMOTIONAL WELL-BEING

Upon returning to school, Student Support Teams should convene to discuss the known risk factors and the impact of COVID-19 on students and staff, leverage all community resources, coordinate protocols for responding to mental health needs and assist with communication of protocols for maintaining health and safety.

The district's mental health team of counselors, social workers, and psychologists will follow up with identified students to conduct well-checks. Additionally, they will coordinate supportive individual and group sessions to the extent that is possible, consistent with those sessions delivered while school is in session.

In addition to the services outlined below, counselors, social workers and school psychologists are committed to providing digital check-ins with students. Additional information about social-emotional support resources can be found on our website: <https://www.ktufsd.org/Page/18975>

Upon returning to school **all Student Support Services** teams should collaborate to:

- Prioritize, developmentally appropriate guidance for teachers as they plan to meet the social and emotional needs of students as they return to school.
- Discuss the known risk factors and the impact of COVID-19 on students and staff (known illness, deaths, financial hardships, changes in family dynamics, incarcerations, etc.) to be proactive in planning service delivery and prioritize needs of the most vulnerable students
- Leverage all community resources and supports that provide services related to mental health and enrichment or that have spaces that could be used if needed (libraries, recreation centers, etc.) and provide parents, students & staff with information on how to access resources for mental health & wellness.
- Coordinate responses (about safety, grief, mental health, hardships, etc.) within and across schools and the community, ie. provide scripts for teachers and other staff to read to students to ensure consistent communication from a trusted and familiar adult, while also working to combat misinformation.
- Communicate protocols, plans, and changes in service delivery with parents and stakeholders
- Secure resources and plan restorative supports and professional learning offerings for teachers around COVID-19 and trauma, equity and implicit bias, social emotional learning, self-care and crisis management, inclusion and appropriate use of digital and online learning tools and systems, health & safety, and Culturally Responsive Education.

The district will reinforce the connection to our Family Support Center (FSC) and other community-based mental health resources.

- The FSC has 8 clinically licensed mental health counselors who serve in a part-time capacity while the Director of the FSC is also clinically licensed and is a full time employee.
- The FSC will capitalize on the fact that it is already the single largest provider of Employee

Assistance Program (EAP) services within the District. All FSC services are free of charge to participants (employees included).

- For employees who identify as requiring less intense levels of support or prefer group-based activities the FSC has and will continue to offer stress-reducing activities like Yoga and Meditation classes to help employees cope. These programs will be offered in a tele-practice modality when in-person programming is not possible.
- KenTon will also capitalize on it's existing relationship with the University at Buffalo's Institute on Trauma and Trauma Informed Care (ITTIC) by contracting with ITTIC to provide virtual supports to teachers on how to cope with stress and trauma they may have experienced during the COVID-19 Crisis.

Employees

- All employees will have access to wellness services as described above via the FSC.
- The FSC will also update it's website to reflect names and contact numbers of other appropriate mental wellness agencies and service providers should staff prefer to utilize another resource.
- The district will capitalize on its existing relationship with University at Buffalo's Institute on Trauma and Trauma Informed Care

Employee Assistance Program (EAP)

Service needs will be met by utilizing existing contractual relationships with 8 clinically-licensed mental health providers.

Classroom-based Social Emotional Supports

The district will continue to provide 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. The district mental health team will additionally curate resources for teachers and staff to use during classroom instruction.

SCHOOL SCHEDULES

Districts are required to prepare a variety of instructional models, from a full return to schools with social distancing requirements to a fully remote model where buildings are closed, and options in between whose purpose is to reduce density and improve feasibility of operations.

Schools will consider the following measures to decrease density and congregation in school facilities and on school grounds when possible: use of alternate space, adjusting schedules, staggering schedules to reduce hallway congestion, and when possible cohorting students by class/course/sections.

Below is a list of some of the options the district may employ, dependent upon the health and safety requirements and Governor's orders. This is not an exhaustive list and work continues to refine the final models that will be available.

K-12 Combination Plan (April 2021)

Elementary K-4:

All elementary students in grades K-4, or whose programs are housed in any one of our elementary schools, will begin attending in-person 5-days per week on Monday, April 26, 2021. Consistent with the [NYSDOH Interim Guidance for In-Person at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#) released April 9, 2021, Ken-Ton elementary schools may offer this instructional model as they employ a cohorted student schedule (cohorting is keeping one group of students together for the day) [Page 7]. At the elementary school level, a minimum of 3 feet of social distancing between students is permissible during instruction [Page 7]. In all schools, 6 feet is required in common areas (where possible), during eating, while singing/playing wind instruments, during PE, between children/adults, and among adults [Page 8].

7-12 Big Picture Students: Due to our current cohort model at our Big Picture Program of 15 students per cohort, our Big Picture students will return to 5 days a week of instruction starting the week of 4/19/21.

5-12 Hybrid Schedule

The District is unable to offer 5 days a week, in-person learning at our middle and high schools due to the community transmission criteria that is outlined in the [NYSDOH Interim Guidance for In-Person at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#), released April 9, 2021. According to the information gathered by the Erie County Department of Health, Ken-Ton is included in a 'high transmission' area, which requires schools that are unable to cohort students to remain at no less than 6ft of social distance at all times. For further clarity, our middle and high school students move to different classrooms throughout the day and are not cohorted. **Therefore, the current hybrid instruction model will continue, with extra student**

support sessions on Wednesdays. In the event that the Erie County Department of Health adjusts the district's designation based on the rate of transmission, the district will revisit the model of instruction. More information about the hybrid schedule is noted below in the description.

K-12 All In Person Schedule

The district's in-person schedule involves 100% of faculty, staff and students attending school in the physical building for a full day on each scheduled school day, with instruction delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn, in accordance with current health and safety requirements. Using this model, students will be actively involved in the school learning environment in physical buildings. In addition, instructional programs, to the extent possible, will maintain their current integrity. **As of April 26, 2021 our elementary students will return to full in person instruction 5 days per week.**

The District is unable to offer 5 days a week, in-person learning at our middle and high schools due to the community transmission criteria that is outlined in the [NYSDOH Interim Guidance for In-Person at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#), released April 9, 2021. We continue to monitor Erie County transmission rates and adjust options for our middle and high school students in accordance with the current guidance.

Definitions:

Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of digital, and online learning in which students learn from instructors, or peers in real time, but not in person.

Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as prerecorded video lessons or web-based learning tasks that students complete on their own—that is not being delivered in person or in real time.

Hybrid Schedule

In the Hybrid Plan, students will be divided into two groups, keeping all students in a household together in the same groups. Students will attend school for in-person instruction on either Mondays and Tuesdays, or Thursdays and Fridays. On Wednesdays, all students will participate in at-home instruction which may include the following activities:










- Synchronous Learning
- Asynchronous Learning
- Enrichment Activities
- Remediation Activities
- Social-Emotional Activities
- Tutorial Services
- Student Conferences
- Advocacy Hours (Office Hours)

- Extracurricular Activities
- Distance Learning Coaching
- Family Customer Service

Rationale:

- Students receive equal amounts of in-person instruction
- Students receive 4 days of core instruction (2 days in-person, 2 days synchronous instruction)
- Mitigates distance learning quality and equity concerns
- Easier to quickly migrate to distance learning in future shutdowns
- Predictability to allow for greatest child care leverage

Secondary Hybrid Model Effective Jan. 2021 : (In-Person M/T or Th/F, with Wednesdays Remote for All Students)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
All	Cohort A: In Person 	Cohort A: In Person 	Cohort A/B: At Home 	Cohort B: In Person 	Cohort B: In Person 
	Cohort B: At Home 	Cohort B: At Home 	Scheduled Synchronous Support Sessions	Cohort A: At Home 	Cohort A: At Home 
Additional/Deep Cleaning in PM					

Full Remote Learning:

Please visit <https://www.ktufsd.org/Page/19186> for the district's comprehensive Remote Learning Plan.

Emergency Closure:

Neither students nor staff will attend school in the physical building. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be explained.

Full Remote Learning without Emergency Closure:

At this time, the expectation is that staff will attend school in the physical building, although this may be subject to change upon further review and changing expectations. Students will not attend school in the physical building. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be explained.

- **Structures and Expectations for K-12 Remote Learning**

In the event of a long-term emergency school closure, such as a pandemic, the school will follow a different daily schedule. A modified period schedule at elementary, middle and high school will be established with breaks. A predefined set of structures will be established for remote learning. When planning for and delivering instruction, all faculty and staff will follow the expectations outlined below:

- **Teachers will have choices in how they approach their lessons:**
 - Synchronous Instruction: Real-time, interactive teacher-to-student instruction using Google Meet.
 - Asynchronous Instruction: Teachers post course assignments and students complete the assignments within a designated timeline.
 - Teachers may also choose to blend these two options to ensure a predictable age appropriate schedule.
- **Goals and Expectations on Remote Learning Days:**
 - Students receive a learning experience every day.
 - The learning experience can be either synchronous or asynchronous.
 - Teachers will notify each of their classes by 7:45 a.m. about their plan for the day.
- **Systems Management:**

K-12 will use Google Classroom/Canvas to post assignments, communicate with students and parents, create assessments, and share digital information. A Learning Management System (LMS) is used to plan, deliver, and manage the learning content for Hybrid/Remote instruction. Content is created in other applications and uploaded and organized within the LMS.

Combination Plan:

The school district may implement any combination of plans at any time in order to best respond to the current health and safety needs and requirements.

Ken-Ton Virtual Learning Academy:

The K-12 Elementary Virtual Learning Academy will continue through June for students previously enrolled.

The Ken-Ton Virtual Learning Academy (KT-VLA) is considered an option for students who are medically unable, or uncomfortable with attending school for in-person instruction. Registrations were accepted through Friday, August 14th, 2020 for the 2020-2021 school year.

Current Status (as of the date of this plan):

While the Governor has permitted districts to return to in-person instruction, the Ken-Ton school district is required to implement a plan that ensures the district can comply with all the health and safety requirements of the New York State Education department, the local Department of Health and the Center for Disease Control.

The combination plan outlined above allows the district to maximize opportunities for in-person instruction that are differentiated based on the current requirements, ensures the district meets the parameters for transportation, social distancing on campus, and allows students to experience the core curriculum, electives, physical education, and all other subject area classes.

ATTENDANCE AND CHRONIC ABSENTEEISM

Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

Attendance Requirements:

- Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported.
- Attendance must be reported by any reporting entity that is required to take attendance;
- Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;
- Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.

Collecting and Reporting Daily Attendance for Instruction:

Certain instructional models may not lend themselves to every content teacher connecting with every student enrolled in their class every day. This is true especially in departmentalized settings. The district

will provide flexible options for teachers to record daily attendance/participation in any of the models defined below.

Face-To-Face or In-School Instruction

Two-way, real-time/live instruction between teachers and students when students are in school.

Remote Synchronous Instruction

Two-way, real-time, interactive teacher to student instruction when students are not in school, or may be in school, but receiving instruction in an alternate location within the school as part of a social distancing requirement using Conference or Google Meet. In this instruction method, the required amount of instructional time is scheduled each day, by the classroom teacher. Synchronous instruction can be provided through a computer or other electronic device or over the phone.

Remote Asynchronous Instruction

Instruction that does not require having the teacher and student engaged at the same time. In this instructional method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction includes assignments which are to be completed within a certain timeline and are designed through various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper.

Recording Daily Attendance: Flexibility should be considered when monitoring attendance in a remote model. Parent schedules, availability of technology or other barriers may preclude students from connecting with teachers at a certain time

<p>Recording Student Attendance for Face To Face or Synchronous Instruction</p>	<p>1. Teachers will record daily attendance for students consistent with established district procedures for recording daily attendance utilizing Infinite Campus for all face to face instruction or any scheduled remote synchronous learning</p> <p>a. Attendance posted daily</p>
<p>Recording Student Attendance / Participation for Asynchronous Instruction</p>	<p>2. Attendance/Participation for Asynchronous learning will be a combination of students and/or parents checking in on the Parent or Student Portal during each day of asynchronous learning combined with teachers checking that any assigned work given for that day has been initiated by the student</p>

Chronic Absenteeism

Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month

In an effort to minimize the impact of excessive absenteeism while implementing a Hybrid Instructional Model, the KTUFSD will design and implement the following interventions to prevent and/or address Absenteeism, at each school

Frequent Reminders	1. Every district family will receive a shoutpoint message each weekend with a reminder of what type of instructional day is ahead (i.e. blue day, odd day, A-Day). The day will be consistent for all students K-12.
Daily Check and Connect	2. Each school shall develop an attendance and participation intervention model that includes daily check-ins with families of students who are not in attendance, either face to face or consistently not engaging in asynchronous learning. Attendance clerks, school monitors, a school nurse or nurse assistant, teacher assistants, teachers aides, teachers, counselors and social workers can all support the daily check and connect intervention.

TECHNOLOGY AND CONNECTIVITY

KTUFSD is committed to providing equitable technology access to all students and staff during all possible phases of the coming school year.

Determining Device and Technology Needs

As the district did in the spring, we will maintain rigorous communication across multiple platforms to ensure the identification of student technology needs. Parent surveys will be key among this effort and will be provided online and promoted via Shoutpoint notifications. A helpline will be provided for parents without internet access. Ultimately, teachers will serve as the final system check. Students who are not able to fully participate in digital instruction will be contacted by a teacher and provided a needs assessment. If a student and/or family is still not able to be reached the school and district may use our home visit protocol to determine the family’s technology needs. Follow up surveys and promotional efforts will be used to gauge the success of technology deployments and mediate gaps in need.

Access to Devices and Connectivity (Multiple Pathways)

All students and teachers have been provided access to devices that will ensure their full participation in all phases of instruction during the school year. Homes that have connectivity issues have been provided mobile hotspots for internet service. Based on parent requests, devices will be distributed at several distribution points throughout the district, in several full-day sessions. Families with transportation challenges will be provided additional options for mediating their technology needs. In supporting the multiple pathways within the district, advanced computer equipment and programs will be provided to pathway students, enabling them to fully participate in the pathway programming. English as a new

language teachers will be utilized to communicate with non-English speaking families, to fulfill technology needs. In preparation for a sudden, immediate closure, students will be pre-assigned a device to take home with them.

Professional Development and Support

In an effort to learn from our experiences in spring, the Kenton district has surveyed its teachers regarding staff development needs for the coming school year. In order to move teachers to the most appropriate and effective strategies for student engagement during remote learning, we will focus our staff development on a refined collection of skills and tools. Teachers will choose and be trained on one of three learning management systems, based on grade level. We will offer training in a suite of tools deemed most effective for student engagement during distance learning. In addition to a focus on specific tools, our staff development will focus on skill sets including, integration of interactive experiences, student to student digital collaboration, effective use of video conferencing and parent communication strategies.

Our district technology department will continue to provide IT support for teachers across all phases of instruction. Teachers also have access to Technology Liaison at each building to facilitate remedies for IT issues. District technology integrators will also be available to aid in IT support if needed.

Priority Applications for Staff Development Focus:

- Google Classroom
- Canvas
- G Suite for Education
- Flip grid
- Google Meet
- Scholastic & Zearn
- Pear Deck & Deck.toys

Parents and students will have access to the district's technology support team via a dedicated phone number: (716) 871-2050 and a dedicated email: tech_support@ktufsd.org. The district's team is equipped to assist parents with district devices and software. More detailed questions about software use are also handled by the district's Instructional Innovation Support Specialists.

Data Privacy

The district will continue to be committed to keeping our student and staff data remain private and secure with our own protocols as well as following the guidelines set forth in Education Law § 2-d and Part 121 of the Commissioner's Regulations and Federal regulations. The district DPO is continually updating the district's list of compliant software via the district website at www.ktufsd.org/edlaw2d. Professional Development has provided awareness of the new regulations and their impact on classroom instruction. **We will provide annual mandatory training related to student data privacy and security, in compliance with NYS Ed Law 2d requirements and the need to secure sensitive student and staff data.**

Digital Tools

The Technology Department and coaches will work in conjunction with the Department of Curriculum and Instruction to ensure that those in leadership positions are promoting a common set of tools that reach instructional objectives while also reducing undue stress placed on families from learning multiple systems. Support materials will be developed to support families and students with using the chosen tools, and professional development will be provided to teachers to ensure best practices are followed when using these tools.

The Instructional Innovation Support Specialists will launch a site via Canvas detailing the effective use of creation, engagement, communication, and assessment tools as well as Learning Management Systems. The Instructional Innovation Support Specialists will be available to provide assistance to all teachers K-12 as they implement these tools. These tools include but are not limited to:

- **Learning Management Systems:** Google Classroom, Canvas
- **Communication Tools:** Infinite Campus Messenger, Google Meet
- **Engagement Tools:** SeeSaw, Pear Deck, deck.toys, Flipgrid
- **Assessment Tools:** eDoctrina, Google Form Quizzes, Quizlet, Quizizz
- **Creation Tools:** Adobe Spark, Book Creator, Google Drawing, WeVideo

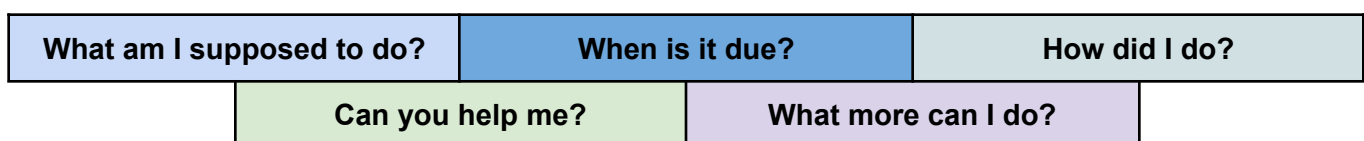
Flexible Structures and Social Emotional Well-Being while using Technology

Teachers will be encouraged to be sensitive and provide flexibility in regards to workload, deadlines, and support while maintaining clear communication and expectations during all instructional models.

Teachers will receive professional development and support around setting reasonable remote learning expectations. The district recognizes that not every household will have the support needed for young learners and reasonable accommodations will be made. Recognizing our families’ limitations to print material, teachers will learn alternate methods to provide work to and receive work from students. Through streamlining technology tools and ensuring constant, clear communication from teacher and school to family and student, we hope to reduce the stress of this situation, while still moving the learning forward.

Providing parents and families support around handling remote learning is as important as supporting the classroom teacher. The district has prepared the infographic in Appendix A of suggestions to help parents navigate learning from home. The four key areas identified are: providing a study space, looking for communication, keeping a schedule, and taking care of your emotional well-being. This information will be provided on a special section of the district website dedicated to provide support for families. The district will also encourage parents to focus on the [Fundamental Five](#) when reviewing their student’s work with their child:

The Fundamental Five:



TEACHING AND LEARNING

This section reviews the steps our school district will follow to ensure NYSED standards based instruction is in place to support K-12 teaching and learning in all reopening plan models.

Continuity of Learning Plan	
NYSED Standards Aligned Learning Materials And Content	<p>KTUFSD will utilize the following:</p> <ul style="list-style-type: none">● Paper, textbooks, and other content (books, magazines, etc.)● Digital copies of textbooks● Digital content and activities provided by the district, either free or subscription-based● Teacher Designed online learning courses or content modules● District and NYSED Curriculum Maps and Resources <p>The district will provide as needed access materials to students including published and printed instructions and information (i.e. login information, etc.) about future learning opportunities, and additionally shared information via email, phone, social media, through teacher communication and learning tools and the district webpage.</p>
Communication Tools	<p>KTUFSD will use the following with students, and families:</p> <ul style="list-style-type: none">● Telephone and/or video calling● Email● Video Conferencing● Social Media● Website● Learning Management System (K-12 GoogleClassroom/Canvas)● Teachers are given autonomy to choose the learning and communications systems most commonly used and accessible by students and parents.● We also will enable access to student emails for all grade levels to allow use of Google Suite products (Classroom, Meet, etc.) and to allow students to access emails for our communications. At the secondary level, students are accustomed to using email and had a more familiar background in remote learning applications and methods.

	<ul style="list-style-type: none"> We will continue to use our phone notification process, webpage alerts, teacher communication tools and email communications to alert families to new resources during this closure period.
Communicating With Parent(s)/ Guardian(s) Of Students	<ul style="list-style-type: none"> District will use weekly communications (Weekly Connection, Facebook) for families containing general updates and information, as well as profiling the great work of our students and families. These will be promoted through phone, email, social media, through teacher communications, and web pages. As a supplement to district information, school principals will be communicating with their respective staff and families. Additionally, we are prepared to hold virtual Q&A sessions and develop technical assistance videos for families in order to assist them with accessing and understanding the applications students are expected to use. Synchronous sessions will be recorded and shared for families unable to attend. These will be promoted through phone, email, social media, teacher communications, and web pages.
Teacher/student Interaction	<p>KTUFSD will utilize the following:</p> <ul style="list-style-type: none"> Scheduled teacher/student(s) check-ins, remote (online) and/or via phone Synchronous/Asynchronous communication, feedback, and support via e-mail or Learning Management System Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
Tracking Student Interactions/ Engagement	<p>To the extent possible, we will provide all materials through a standard learning management system and will use web-based learning opportunities that will track student learning and engagement within the systems via posts, calendars, task lists, etc. We will give students/families flexibility with times dedicated to learning tasks and have supported both paper-based and online responses to gather feedback about the learning demands and ability to complete learning and assignments. We will also use our SMS parent log to document anecdotal information.</p>

Hybrid or Remote Teaching and Learning Guidance	
Methods of Instruction Hybrid/Remote will include:	<ul style="list-style-type: none"> Instructional materials provided via a teacher learning management system (K-12 GoogleClassroom/Canvas). Individual or small group synchronous instruction will be facilitated using technologies such as interactive platforms or video conferencing. Large-group or whole class synchronous instruction will be facilitated using technologies such as interactive platforms or video conferencing.

	<ul style="list-style-type: none"> ● Recorded instruction will be used and disseminated through technology, including via podcast, dedicated website or Learning Management System, scheduled or on demand television, DVD/CD ● Online learning applications/course, accessed through an LMS (GoogleClassroom/Canvas), self-directed and taught by a teacher ● Hard copy (paper) instructional materials provided to students as needed
Teacher Responsibilities	<ul style="list-style-type: none"> ● Review of Health and Safety Guidelines ● Review classroom's rules and expectations for in person, hybrid and/or online learning. ● Follow all normal-operating instructional requirements as outlined by the district, your department and NYSED ● Ensure all lessons are aligned with NYSED standards ● Manage assignments, grading and teaching platform ● Ensure your delivery of instruction is aligned to the academic program and includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). (NYSED Guidance July 2020) ● Use a combination of posted videos, live synchronous learning contact via Google Meet, and/or asynchronous learning. ● Communicate with families/students as required. ● Use of a Learning Management System - Google Classroom or Canvas is required for all teachers. ● Post student expectations for online learning in your LMS ● Follow standard grading procedures for assignments & report cards <ul style="list-style-type: none"> ■ Numeric Grading 5-12 ■ Rubric Grading K-4 ■ Grading criteria will be clearly reviewed with students ● Review and share the district code of conduct with students, District Code of Conduct via this link.
Contact Hours	<ul style="list-style-type: none"> ● Teachers will post weekly office hours and methods for students/families to contact them. ● Contact will occur daily with students either asynchronous or synchronous Examples: Google Classroom assignments, check ins, posts, and quizzes..
Student Responsibilities	<ul style="list-style-type: none"> ● All students will be made aware of the District Code of Conduct, and secondary students may be required to confirm receipt. ● It is expected that students will complete assignments for all classes during any hybrid/remote learning experience. ● Students will be held accountable for work. All content taught as part of hybrid/remote learning is applied to course requirements. ● In a hybrid or remote model students may be required to log in every day to each course during the synchronous learning time for attendance. ● Students (and/or parents) should contact the teacher via email or Google Meet with questions or concerns regarding assignments.

	<ul style="list-style-type: none"> ● Hybrid/Remote Daily expectations: <ul style="list-style-type: none"> ○ Complete assignments. ○ If a student has questions, or concerns, teachers may be reached via Google Classroom, Email, or Google Meet. ○ Demonstrate participation in order to earn credit. ● Students will access their content via Google Classroom/Canvas: <ul style="list-style-type: none"> ○ Here is a helpful video for Google Classroom.
<p>Meeting The Unique Needs Of All Students</p>	<ul style="list-style-type: none"> ● We will address differentiated needs by offering a variety of options for students to access materials from print to digital. We are maximizing our basic communicating systems to alert families to new resources and have a process for requesting materials and requesting devices. ● Our ENL staff will ensure translated communications to the extent possible. In addition, they will be co-teaching in remote synchronous learning opportunities, co-planning with teachers in advance, and hosting small-group synchronous learning opportunities for their students. The ENL providers will be in regular communication with families to check in on needs and assist with completing needs requests and/or accessing available services.
<p>Equity</p>	<p>Equity will be at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students.</p>
<p>School Teacher Communication Plan</p>	<p>Schools will create a clear communication plan posted on their website on how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will 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). All school reopening teams meet to review local and state guidance.</p>

PRE-KINDERGARTEN

The district is committed to supporting our Universal Prekindergarten (UPK) School Program run by the YMCA. This section outlines guidance provided by NYSED and YMCA.

General Information:

Based on the guidance of the New York State Department of Health and New York State Department of Education the YMCA has developed procedures related to operations and instruction for the Universal Pre-K programs operated by the Ken-Ton YMCA in the Kenmore-Tonawanda School District. If the Ken-Ton School District selects a Hybrid model the YMCA will deliver a Hybrid model of instruction with 2 to 3 days of face to face instruction with opposite days of self-guided/independent learning. The UPK program is delivered at the Kenmore Middle School, Holmes Elementary and Franklin Elementary school sites.

Given the constant changes in the nature of the pandemic, the YMCA is prepared to switch learning modalities as necessary between all students, hybrid and remote. Should CDC Guidelines change to the positive the YMCA is prepared to combine 2 groups and go to the full classroom model. Should CDC guidelines tighten their restrictions the YMCA will be prepared to move to a full remote/independent model of instruction.

In coordination with the Ken Ton School District, on-going monitoring and assessment will take place during the 2020-2021 school year.

[Link to YMCA PreSchool Plan](#)

SPECIAL EDUCATION

The district will provide a spectrum of special education services within NYSED guidelines to all students with disabilities (SWD). These programs and services will account for the various types of learners who require differentiated special education.

Instructional Programming

1. All SWDs in grades Kindergarten through 4th grade will attend school 5 days a week, beginning the week of April 26th.
2. SWDs in grades 5-12 whose current IEP (Individual Education Plan) indicates their special education programs are Consultant Teacher or Integrated Co-Teaching or Resource Room will

continue to receive the support of special education teachers within their respective schools.

These students will follow their respective school's schedule as well as their individual schedule.

3. SWDs **in grades 5-12** who receive their special education programs in an 8:1-1, 12:1-1, or 12:1-4 Self-Contained classroom will attend school with their teacher **four days a week, Monday, Tuesday, Thursday and Friday.**
4. SWDs **in grades 5-12** who receive their special education programs in an 15-1 Self-Contained classroom will attend school based on the following:
 - i. **Students in grades K-4 will attend school with their teacher every day schools are open to students. REMOVE**
 - ii. **Students in grades 5-12 will attend school with their teacher four days a week, Monday, Tuesday, Thursday and Friday.**
 - iii. In rare cases individual adjustments will need to be made based on certain IEP programs and individual needs.

Related Services

1. All SWD's who have related services (RS) on their IEPs will continue to receive those services.
 - a. RS Providers will review their individual caseloads and prioritize the method of their service based on student need.
 - b. Services delivered will occur in a variety of locations and through a variety of methods. This may result in alternative student groupings, location of services, and/or modality of treatment.
 - c. The district will support push-in, pull-out, and remote learning services based on student need as determined by the provider.
 - d. In some cases, there may be remote learning services provided to minimize exposure across multiple buildings (this includes parochial, private, and students who are not attending a district location).

Out-of-District Programs

If your child attends a program through a parochial school, charter school, agency location, or BOCES, those families will follow the guidance provided by that program or agency. The district will support families working with these agencies however necessary.

Special Education Evaluations

The district will follow all NYSED and DOH guidance regarding in-person interactions as it relates to administering individual special education evaluations. The district will conduct all necessary and appropriate evaluations using alternative means whenever possible. The district supports professionals who conduct assessments through digital/virtual means as much as is appropriate based on the evaluation required. We will make every effort to maintain the integrity of evaluations and assess in a valid and reliable manner.

Special Education Meetings

The district is proud to have delivered all CSE meetings in a virtual format during the closure between March and June of 2020. We have learned incredible lessons and have developed significant capacity to maintain a virtual-preferred meeting process.

CSE and CPSE meetings will be held to the greatest extent possible in a virtual manner. This will include both committee meetings as well as other IEP-mandated meetings (e.g. team meetings, parent training). If a parent is unable to participate via voice- or video-conference, the school and/or CSE/CPSE will make arrangements to meet in person in a way that follows all social distancing and health guidance. In-person meetings may result in the meetings being held in an off-site location or space other than the child's school.

The district's CSE and CPSE will continue to engage families in their language of choice. KTUFSD has already engaged the services of translators in both phone-based and video-based remote CSE meetings so parents can actively participate in the CSE process of their children. KTUFSD will continue the practices regardless of the level of reopening engaged.

The district's CSE and CPSE committee chairpeople will continually meet to discuss student programs and progress within those programs. This will encompass services that KTUFSD provides as well as services provided by agencies and practitioners outside of our organization. Services will be reviewed, assessed and adjusted based on student need and progress minimally at annual review meetings and more frequently based on input from stakeholders specific to individual students. Families will be involved and will receive progress reports as described on their IEP and more frequently as the individualized plan calls for.

The district will ensure access to all necessary accommodations, modifications, supplementary aides and services, and technology (including assistive technology) to meet the unique disability-related needs of students whether it be in a virtual or in-person learning environment. The district will ensure that SWDs, within the guidelines of NYSED, possess the technology and access to instructional materials necessary to engage in learning.

The district's special education teachers and service providers will contact families to determine their preferred method of communication. The district special education teachers are able to communicate through a variety of methods. Where translation services are necessary they will be provided in collaboration with the district CSE. The district special education teachers have existing experience in the documentation of services provided as well as in the monitoring of student performance based on individualized IEP goals. Each special education teacher will be expected to continue to document services provided as well as progress monitor individual student IEP goals.

BILINGUAL EDUCATION AND WORLD LANGUAGES

All ELL students will be afforded the opportunity for full and equal participation weather in all instructional models.

Communication

The district is committed to providing all communications to parents/guardians of ELLs in their preferred language and mode of communication to ensure that they have equitable access to critical information about their children's education:

- Ken-Ton will produce signage for each school into the top 5 languages of our students. Additionally, materials for school reopening will be distributed to families in their first language (L1.) Documents sent home will be translated using Translated.com. Phone calls will be interpreted using Language Lines. The Ken-Ton district website has the ability to be translated into multiple languages as well.

Instruction and Screening

The district is committed to ensuring that all ELLs receive appropriate instruction that supports their college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language program based on their most recently measured English language proficiency level.

- ELL students will continue to receive their required instructional units of study in ENL based on the 2019 NYSESLAT results during the 2020-2021 school year. If the district is required to move to remote instruction, instruction will continue in combination of synchronous and asynchronous instruction.
- The district will ensure that in the models of in-person or hybrid instruction we will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, *identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.*
- Potential ELL students will continue to be screened by the building chairperson within the school building the student is registered, within 10 days of initial enrollment. Additionally, anyone that was not screened during the 2019-2020 school year due to school closure, will also be assessed within the first 10 days of school. Kindergarten students who needed to be screened for ENL services during the closure were contacted virtually. Individual interviews were given via Zoom and Google Meets. Further screening will continue within the first 20 days of school.
- Required instructional Units of Study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Regular communication with parents/guardians and other family members will take place in their preferred

language. Documents sent home will be translated using *Translated.com*. Phone calls will be interpreted using *Language Lines*. The Ken-Ton district website can be translated into multiple languages as well.

- ELL students are general education students, for this reason they will return and receive instruction in accordance with the plans developed by each district. If Ken-Ton chooses a hybrid plan then the amount of instructional time is based on their current English proficiency level (determined by NYSESLAT or NYSITELL) for the required units of study for a total that reflects in-school and at-home learning.

Teacher Planning and Collaboration

- The district recognizes that all teachers are teachers of ELLs, and will be provided with professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commissioner's regulations.
- Ken-Ton ENL teachers will continuously collaborate with teachers, staff, and administrators to share best practices to support the specific needs of ELLs and standards-based curriculum accessibility for ELLs. Professional development opportunities related to the instruction and support of ELLs are offered through the Ken-Ton Staff Development Center and RBE-RN.
- Teachers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress. Ken-Ton provides progress monitoring tools to all general education students, which includes ELLs. Teachers actively engage students on a regular basis to assess their need for social emotional well being. Supports will address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote or hybrid learning.
- Ken-Ton recognizes that it is appropriate to build pedagogical best practices in which every teacher is prepared to design units of study in their own content area capitalizing on the home language and the English linguistic demands of ELLs. ELLs encounter many teachers and staff in school beyond ENL teachers.
- Ken-Ton recognizes the complex additional educational needs of Students with Interrupted Formal Education (SIFE). Teachers will utilize the NYS resources to guide and support educators in addressing the unique needs of these students. Tools, resources, and strategies for supporting and scaffolding instruction for SIFE identified in previous guidance for districts to utilize during COVID-19 closures remain relevant and useful to support SIFE instructional needs during and after the transition to reopen schools in 2020-21.
- Ken-Ton teachers will continue the use of technology, including online learning, and other educational digital tools, to not only address the needs of and build on ELLs' knowledge, but to help ELLs become digital learners. Online learning platforms will be explicitly taught to students and differ based on grade level.

TEACHER AND PRINCIPAL EVALUATION SYSTEM

The district is committed to developing and supporting our teachers and administrators through our yearly evaluation system.

Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.

CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING

The district adheres to all NYSED requirements for teacher certification.

Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

The district is committed to ensuring that the health and safety of our faculty, staff and students are at the forefront of all decisions related to athletics and extracurricular activities. This section provides guidance for district planning in these areas.

Athletics

The link below represents the reopening guidelines, policies and plans from the New York State Public High School Athletic Association (NYSPHSAA). Along with the State Education Department, NYSPHSAA is the governing body for all interscholastic athletics in New York State. In addition, the NYSPHSAA COVID-19 Task Force has released its recommendations. They are all represented in the linked document.

https://www.section6.e1b.org/cms/lib/NY19000854/Centricity/shared/covid19/2020_07_23_Roadmap%20to%20reopening%20interscholastic%20athletics%20Rev%20004.pdf

Extracurricular Activities

The district will follow CDC and NYDOH guidelines when planning for extracurricular activities such as clubs, school performances, school competitions, and other events beyond the school day. Decisions will be made at the district and school level and communicated to students and families according to the communication procedures outlined in this guidance document.

Appendix A

