

Thomas Edison Elementary School
Building ReOpening Plan
Kenmore Town of Tonawanda Union Free School District



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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.

Emergency Communication Plan for Faculty/Staff/Parents/Students:

1. The principal will send out an emergency alert via text or phone message to all families via a Shoutpoint Messaging system connected to our information system.
2. The same shoutpoint enables email communication to all households.
3. In an emergency, the KT Public Relations Coordinator will contact community and news publications. A District-Wide Shoutpoint will be sent to families.
4. 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.

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.

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 return-to-school protocols.</p> <p>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,</p>
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	<p>you can answer ‘no’ to this question.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>All staff will be educated to observe students or other staff members for signs of any type of illness such as:</u></p> <ul style="list-style-type: none"> • Flushed cheeks; • Rapid or difficulty breathing (without recent physical activity); • Fatigue, and/or irritability; and • Frequent use of the bathroom. <p>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> <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><u>District Contact Tracing and Testing Plan Link</u></p>
Positive Screen	The district will comply with the Department of Health (DOH) and Center for Disease

Protocol	<p>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.
Healthy Hygiene Practices <u>Link to CDC Posters</u>	<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 social 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. • 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>
Hand & Respiratory Hygiene <u>Elementary Poster</u>	<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

<p><u>Secondary Poster</u></p> <p><u>Cover Your Cough Poster</u></p>	<ul style="list-style-type: none"> • 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 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>

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>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>
Social Distancing	<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. • 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 twelve 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.

Medically Vulnerable/High-Risk Groups	<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.
Personal Protective Equipment (PPE)	<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 distance is maintained. • 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.</p>

	<p>Mask breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. When polycarbonate dividers are utilized, students can take occasional short mask breaks. Further guidance on mask breaks including duration and frequency will be forthcoming, as well as more information about properly removing and putting on masks.</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><i>All individuals in school facilities and on school grounds must wear a face covering at all times.</i> 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>
Plan for when a student or staff member receives a positive diagnostic COVID test	<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>
Visitors, Construction Contractors, and Non-Essential Employees	<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</p>

	<p>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>
Before and After School Care Programs	<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:</p> <p><u>Boys and Girls Club Program</u> & <u>YMCA Program</u></p>

FACILITIES

The school 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.

Our school reviewed and considered the number of students and staff allowed to return in person and hybrid. This building review included allowable room capacity when considering NYDOH social distance requirements.

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, including desks and cafeteria tables. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed.

Capacity:	Each school will comply with appropriate physical distancing requirements under the NYSDOH guidelines issued on April 9, 2021.
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	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.
Use of Partitions	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.

Social Distancing Procedures for Drills

Emergency Evacuation

- At the Emergency Alarm, students will move single-file toward the exit. All Students will wear masks at all times.
- Once out of the classroom, students will move through the hallway in 1 direction toward the assigned building exit.
- All rooms in one area of the building will move in 1 direction.
- Students will social Distance at 6ft, continuing out of the building.
- Students arrive at the sidewalk, will face away from the Building and will stand in social distanced parallel lines. Students in each line will be 6ft apart, and classes will be at least 6 ft apart.

Lockdown Drills

- We will conduct lockdown drills in the classroom without “hiding/sheltering” but provide an overview of how to shelter or hide in the classroom.

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.

To eliminate issues with social distancing and movement to and from the cafeteria, all students will eat lunch in their classrooms. Adults will monitor the classroom lunch periods. Food will be brought to the classroom by food service staff. Lunches will begin at 10:50am until 1:45pm. Students will have a 30min lunch period.

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.
- Disposable trays will be used.

- 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.
- 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. During the month of August, plans will be finalized to include how families will have access to food service ordering and purchasing options.

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.

Upon Arrival, bussed students will be gradually released from buses, one bus at a time. Students on the bus will wear masks, and on release, they will walk socially distanced into the building through a thermal camera. Walking students will be screened on arrival, either at entrances or in their vehicles, at several separate entrances. All students entering the building will be required to wear masks and maintain social distance in hallways.

Upon entering the building, students will be screened with thermal cameras at the main entrance (Door #1) and the playground door (Door #9), and with additional entrances using thermometers to take temperatures

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.

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 communicating 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.

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

- 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 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 relationsing 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

EAP

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

SCHOOL SCHEDULES

The Building follows District protocol, developing 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].

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

Hybrid Schedule (Rotate days by Cohorts)

The hybrid plan allows for consistent instruction with cohorts of students. Students are learning in person or remote on alternating days. This model allows for teachers to provide necessary instruction for online learning in the event schools are required to move to complete remote instruction.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Cohort A: In Person Cohort B: At Home	Cohort B: In Person Cohort A: At Home	Cohort A: In Person Cohort B: At Home	Cohort B: In Person Cohort A: At Home	Cohort A: In Person Cohort B: At Home
2	Cohort B: In Person Cohort A: At Home	Cohort A: In Person Cohort B: At Home	Cohort B: In Person Cohort A: At Home	Cohort A: In Person Cohort B: At Home	Cohort B: In Person Cohort A: At Home
Additional Cleaning in PM					

**It may be necessary to convert one day to a remote learning day for a variety of reasons, including preparing systems, students and teachers for remote learning.*

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:

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 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.

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

Recording Student Attendance for Face To Face or Synchronous Instruction	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 Schedule for posting Attendance (Daily)
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Recording Student Attendance / Participation for Asynchronous Instruction	<p>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> <ol style="list-style-type: none"> 1. Schedule for recording attendance (daily by student and/or parent) 2. Schedule for posting attendance (upto 7 calendar days for teachers)
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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. Schools may wish to assign each homeroom teacher or advisory teacher as the daily point of contact for attendance

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

Recording Student Attendance for Face To Face or Synchronous Instruction	<p>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>Schedule for posting Attendance (Daily)</p>
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Recording Student Attendance / Participation for Asynchronous Instruction	<p>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> <p>Schedule for recording attendance (daily by student and/or parent)</p> <p>Schedule for posting attendance (upto 7 calendar days for teachers)</p>
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**** The District shall provide professional development to all teachers in order to properly record attendance for students that are being instructed through an online synchronous or asynchronous method. A tutorial for students and parents will also be provided, demonstrating how they are to record their asynchronous attendance/participation*

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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 nurses assistant, teacher assistants, teachers aides, teachers, counselors and social workers can all support the daily check and connect intervention.

TECHNOLOGY AND CONNECTIVITY

Determining Need

KTUFSD is committed to providing equitable technology access to all students and staff during all possible phases of the coming school year. 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. Failed contact by a teacher, will result in an in-person, home visit by district staff 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 will be provided access to devices that will ensure their full participation in all phases of instruction during the school year. Homes that have connectivity issues will be 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:

- | | |
|--|--|
| <input type="checkbox"/> Seesaw | <input type="checkbox"/> Google Classroom |
| <input type="checkbox"/> Canvas | <input type="checkbox"/> Google Meet |
| <input type="checkbox"/> G Suite for Education | <input type="checkbox"/> Scholastic |
| <input type="checkbox"/> Flip grid | <input type="checkbox"/> 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:** 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:

1 .What am I supposed to do?	2. When is it due?	1. How did I do?
2. Can you help me?	3. What more can I do?	

TEACHING AND LEARNING

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. • 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)/	<ul style="list-style-type: none"> • District will use weekly communications (Weekly Connection, Facebook) for families containing general updates and information, as well as

Guardian(s) Of Students	<p>profiling the great work of our students and families. These will be promoted through phone, email, social media, through teacher communications, and web pages.</p> <ul style="list-style-type: none"> • 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. • 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. ● 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.

Meeting The Unique Needs Of All Students	<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.
Equity	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.
School Teacher Communication Plan	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).

Hybrid or Remote Learning	
Teacher Responsibilities	<ol style="list-style-type: none"> 1. Review of Health and Safety Guidelines 2. Management of assignments/grading/teaching platform 3. Clearly articulate classroom's rules and expectations for online learning. 4. Follow all normal-operating instructional requirements remain for NYSED standards aligned lesson planning . 5. Deliver instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, re- mote or hybrid). (NYSED Guidance July 2020) 6. Use a combination of posted videos, live synchronous learning contact via Google Meet, and/or asynchronous learning. 7. Regularly communicate with families/students as required.

	<p>8. Use of a Learning Management System (See Saw, Google Classroom or Canvas is required for all teachers.</p> <ul style="list-style-type: none"> a. Student expectations for online learning should be posted in your Google Classroom b. Grading criteria will be clearly outlined <p>9. Review and share the district code of conduct with students, <u>District Code of Conduct via this link.</u></p>
Contact Hours	<ul style="list-style-type: none"> • Teachers will post weekly office hours • Contact daily with students Examples: Google Classroom assignments, check ins, posts, and quizzes.. • Teachers will be available for students and parents during student contact time.
Student & Parent Responsibilities	<u>LINK</u>
Equity	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.
School Teacher Communication Plan	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).

Continuity of Learning from Web Site.

We recognize that each student's virtual learning experience is unique, and we are continually making personalized adjustments to each student's learning plan. We also want to remind families that while we are sharing resources, this is truly a personalized experience for every student and no two students can nor should be compared. We greatly appreciate our parents as partners during this difficult time and we respect and appreciate any and all efforts to help our students maintain and grow their education.

KENMORE-TOWN OF TONAWANDA UFSD ELEMENTARY HOME LEARNING - PHASE II	
K-4 MATHEMATICS	
 <ul style="list-style-type: none">Daily math skills practiceReinforces what students have already learnedAccessible through Clever	 <ul style="list-style-type: none">Daily math lessons availableLessons balance fluency, concept development and independent practiceAccessible through Clever
K-4 ELA	
 <p>Foundations in Reading Sounds and Text</p> <ul style="list-style-type: none">Grades K-1Personalized instructionSupports early reading skillsLearning through gamesTeaches phonemic awareness, phonics, fluency, vocabulary and comprehension	 <p>Oral and Open Reading Books</p> <ul style="list-style-type: none">Grades K-4Vocabulary skillsUses a contextual, thematic approach in science and social studies topics
 <ul style="list-style-type: none">Independent readingHigh quality and engaging textsTracks your child's reading - both in Literacy Pro and traditional texts	 <ul style="list-style-type: none">Free resource full of exciting articles, stories, videos, virtual field trips and fun learning activities that children can complete at any time, in any order.
OTHER CONTENT AREAS	SPECIAL AREAS
 <p>Your child's classroom teachers will share resources such as BrainPop Jr., Newsela, IXL (G2, G3, G4 only). Most of the resources can be accessed through Clever. In addition, your child's science teacher will be directing you to his/her website or Facebook page for additional activities. Science information will be shared on Thursdays.</p>	 <p>Special area teachers will share information through your child's classroom teacher, school webpages, Facebook or Google Classroom. Activities and resources will be shared per the following schedule;</p> <ul style="list-style-type: none">Art- MondayPE/Health- TuesdayMusic- WednesdayScience Lab/Library- Thursday

The following links for Parents and Students describes technology resources available:

Elementary

Remote Learning Resources

Home Learning Access To Technology

Teacher Contact Methods for Virtual Learning

Athletics and Extracurricular Activities

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

We value student physical movement and have carefully focused on meeting the Mandated minutes for this area. Elementary students will have access to Physical Education every day of in-school instruction. For safety, students will be distanced at 12sq ft. When possible, physical education classes will take place outside utilizing building green space and fields.

SPECIAL EDUCATION

KTUFSD 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 varied 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. KTUFSD will support push-in, pull-out, and virtual services based on student need as determined by the provider
 - d. In some cases, there may be virtual 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. KTUFSD will support families working with these agencies however necessary.

Special Education Evaluations

KTUFSD will follow all NYSED and DOH guidance regarding in-person interactions as it relates to administering individual special education evaluations. KTUFSD will conduct all necessary and appropriate evaluations using alternative means whenever possible. KTUFSD 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

KTUFSD 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.

KTUFSD'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

KTUFSD'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.

KTUFSD 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. KTUFSD will ensure that SWDs, within the guidelines of NYSED, possess the technology and access to instructional materials necessary to engage in learning.

KTUFSD special education teachers and service providers will contact families to determine their preferred method of communication. KTUFSD 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. KTUFSD 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

KTUFSD 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.

KTUFSD 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 or Bilingual Education 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.

KTUFSD 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.

KTUFSD recognizes that all teachers are teachers of ELLs, and will provide 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.
- 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.
- 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.