

Hoover Elementary School

Building ReOpening Plan

Kenmore Town of Tonawanda Union Free School District



In Progress: August 11, 2020

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Table of Contents

1. [Communication](#)
2. [Health and Safety](#)
3. [Facilities](#)
4. [Child Nutrition](#)
5. [Transportation](#)
6. [Social And Emotional Wellbeing](#)
7. [School Schedules](#)
8. [Attendance & Chronic Absenteeism](#)
9. [Technology and Connectivity](#)
10. [Teaching and Learning](#)
11. [Athletics & Extracurricular](#)
12. [Special Education](#)
13. [Bilingual/ELL Education](#)

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)

1. Communication

Emergency Communication Plan for Faculty/Staff/Parents/Students

Hoover Elementary faculty/staff, students, and parents/guardians will be notified of any emergency information and kept informed as additional information becomes available. They will also be informed as plans for management of any incident evolves (staff, students, and parents/guardians will be kept informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information when appropriate:

- Faculty/Staff
 - E-mail
 - Telephone Tree
 - Text-Messaging System/Email System (e.g. Shoutpoint)
 - Social Media
 - Morning / End of Day Faculty Meeting
- Students
 - Public Address (PA) system
 - Face-to-Face
- Parents/Guardians
 - Text-Messaging System/Email System (e.g. Shoutpoint)
 - Social Media (e.g. Facebook)
 - School Website
 - Letter Home

2. 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> <ul style="list-style-type: none">● Have you experienced any of the following symptoms in the last 14 days: Cough, Shortness of Breath or Trouble Breathing, Fever (above 100° F), Chills, Muscle Pain, Sore Throat, New Loss of Taste or Smell, Nausea, Vomiting, Diarrhea?● Have you been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has or had symptoms of COVID-19?● Have you tested positive for COVID-19 within the last 14 days?● Have you traveled internationally or from a state identified per the New York State Travel Advisory in the past 14 days?
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	<p>Anyone who responds “yes” to any of the health screening questions is expected to stay home and contact their health provider for further instructions. Anyone who has symptoms of COVID-19, who reasonably believes they may have been exposed to COVID-19, who lives with anyone who has been diagnosed with COVID-19, or who has been diagnosed with COVID-19, shall immediately report this information to his/her supervisor and seek proper medical attention. Individuals who were exposed to the COVID-19 virus must complete quarantine, even if they have not developed symptoms before returning to in-person learning. Discharge from quarantine and return to school will be conducted in coordination with the Erie County Health Department.</p> <p>As a precaution we will place thermal temperature scanners at the entrances of our schools.</p> <p><u>All staff will be educated to observe students or other staff members</u> for signs of any type of illness such as:</p> <ul style="list-style-type: none"> ● Flushed cheeks ● Rapid or difficulty breathing (without recent physical activity) ● Fatigue, and/or irritability ● 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>Positive Screen Protocol</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>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>Healthy Hygiene Practices</p> <p><u>Link to CDC Posters</u></p>	<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>
<p>Hand & Respiratory Hygiene</p> <p><u>Elementary Poster</u></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>

<p><u>Secondary Poster</u></p> <p><u>Cover Your Cough Poster</u></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 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</p>

	<p>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>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 a six (6) foot space between yourself and others. Schools will develop, implement, and enforce social distancing in all school facilities and on school grounds, 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

	<p>individuals while participating in activities requiring projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.</p>
<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 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.

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. 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.

Face coverings should not be placed on the following:

- 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.

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.

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

	<p>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 on a given day. In general, the building will be considered closed for the summer with only essential staff, any other employees assigned to work when absolutely necessary, and construction contractors being within the building.</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:</p> <p><u>Boys and Girls Club Program</u> & <u>YMCA Program</u></p>

3. 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.

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.

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

Building Room Capacity Summary

Hoover Elementary has 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 NYSDOH social distance requirements.

Social Distancing Procedures for Emergency Drills at Hoover Elementary

Fire Drill: At the outset or sound of the fire alarm, all faculty, students and staff will immediately put their safety mask on and begin to move single-file toward the appropriate classroom exit. Upon entering the hallway, faculty, students and staff will move unidirectionally through the hallway toward the assigned building exit. When faculty, students and staff arrive at their designated safe locations outside the building, they will continue to adhere to all applicable social distancing guidelines to the best of their ability, while maintaining the health and safety of those involved. For safety purposes, students and staff will keep masks on at all times.

Lock Down & Shelter in Place: Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

4. 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. Students will be required to pay if they are not eligible for free meals.

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 be installed at the point of sale/point of pickup where maintaining physical distance of 6 feet is difficult
- 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.

Breakfast and Lunch Planning at Hoover Elementary

To eliminate issues with social distancing and movement to and from the cafeteria, all students will eat breakfast and lunch in their classrooms. Food will be brought to the classrooms by food service staff. Adults will monitor the classroom breakfast and lunch times. Students will have approximately thirty minutes each for breakfast and lunch.

5. 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.

Arrival and Dismissal Procedures at Hoover Elementary

Upon entering Hoover Elementary, students will be screened utilizing thermal cameras at select door entrances. If needed, there will be additional entrances added where designated staff members will use thermometers to take student temperatures.

School Bus - Arrival

Building personnel will gradually release school buses one at a time. Students will remain on the school bus until school personnel release each bus. Students on the bus will wear masks, and upon release, they will walk socially distanced and single file into the building with the expectation to proceed immediately to their classroom.

Parent Drop Off and Walking Students - Arrival

Walking students will be screened on arrival; either at the building entrances or in their vehicles, if possible. All students entering the building will be required to wear masks and maintain social distance in hallways as they proceed immediately to their classroom. Parent drop and walking students will have a separate/staggered arrival.

School Bus - Dismissal

Building personnel will gradually release students from their classrooms to board each school bus. Students will put their mask on before leaving the classroom and walk socially distanced in a single file to their school bus.

Parent Pick Up and Walking Students - Dismissal

Students that walk and/or are picked up by their parents will have a separate/staggered dismissal. The students will wear their mask when they leave the classroom, keep their mask on and maintain social distance in the hallways as they proceed immediately out of the building. For safety reasons, students will keep their mask on at all times.

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.

6. Social And Emotional Wellbeing

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 eight 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.

7. School Schedules

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 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.

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.

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.

MODEL I

In the MODEL I 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





The MODEL I Hybrid Plan is designed to be used at the beginning of the school year as protocols and procedures are practiced and established, including the establishment of remote learning expectations for all learners. This model may also be used during the school year in preparation for a fully remote model deployment.

Rationale:

- Students receive equal amounts of in-person 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

MODEL I: (In-Person M/T or Th/F, with Wednesdays Remote for All Students)

<u>Week</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>All</u>	<u>Cohort A: In Person</u> 	<u>Cohort A: In Person</u> 	<u>Cohort A/B: At Home</u> 	<u>Cohort B: In Person</u> 	<u>Cohort B: In Person</u> 

	<u>Cohort B: At Home</u> 	<u>Cohort B: At Home</u> 		<u>Cohort A: At Home</u> 	<u>Cohort A: At Home</u> 
<u>Additional/Deep Cleaning in PM</u>					

MODEL II






In the MODEL II 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 as well as every other Wednesday.
















The MODEL II Hybrid Plan is designed to be used once protocols and procedures are firmly established and practiced. This model may also be used during the school year to begin a phased-in approach to a fully in-person model.

Rationale:

- Students receive equal amounts of in-person instruction, including an additional day every other week.
- Mitigates distance learning quality and equity concerns
- Easier to phase-in a migration to fully in-person
- Special Populations may be considered for additional in-person support
- Predictability to allow for greatest child care leverage

MODEL II: *(Similar to Model I, with In-Person on Wednesdays on Alternating Weeks)*

<u>Week</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
1	<u>Cohort A: In Person</u> 	<u>Cohort A: In Person</u> 	<u>Cohort A: In Person</u> 	<u>Cohort B: In Person</u> 	<u>Cohort B: In Person</u> 

	<u>Cohort B: At Home</u> 	<u>Cohort B: At Home</u> 	<u>Cohort B: At Home</u> 	<u>Cohort A: At Home</u> 	<u>Cohort A: At Home</u> 
2	<u>Cohort A: In Person</u> 	<u>Cohort A: In Person</u> 	<u>Cohort B: In Person</u> 	<u>Cohort B: In Person</u> 	<u>Cohort B In Person</u> 
	<u>Cohort B: At Home</u> 	<u>Cohort B: At Home</u> 	<u>Cohort A: At Home</u> 	<u>Cohort A: At Home</u> 	<u>Cohort A: At Home</u> 
<u>Additional/Deep Cleaning in PM</u>					

Remote Learning:

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.

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 Ken-Ton Virtual Learning Academy (KT-VLA) is currently being considered as an option for students who are medically unable, or uncomfortable with attending school for in-person instruction. Registrations are currently being accepted through Friday, August 14th. Based on the number of interested students and available teachers will determine if this program will be available. A determination will be made about the availability of this program during the week of August 16th.

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

The Ken-Ton school district has to implement a hybrid plan in order to 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.

8. Attendance & 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> <p>a. Schedule for posting attendance will be determined</p>

***** The District will 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

<p>Frequent Reminders</p>	<p>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.</p>
<p>Daily Check and Connect</p>	<p>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.</p>

9. 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 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"/> Google Classroom | <input type="checkbox"/> Google Meet |
| <input type="checkbox"/> Canvas | <input type="checkbox"/> Scholastic & Zearn |
| <input type="checkbox"/> G Suite for Education | <input type="checkbox"/> Pear Deck & Deck.toys |
| <input type="checkbox"/> Flipgrid | |

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 during the summer has provided some awareness of the new regulations and their impact on classroom instruction and more formal training will take place in the Fall of 2020 during the district's professional development days prior to student attendance.

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?	

10. 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. ● 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 profiling the great work of our students and families. These will be

Guardian(s) Of Students	<p>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 email 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	<ul style="list-style-type: none"> ● Review of Health and Safety Guidelines

<p>Responsibilities</p>	<ul style="list-style-type: none"> ● 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.
<p>Contact Hours</p>	<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..
<p>Student Responsibilities</p>	<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.

<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).</p>

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 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. We can only do this together!

Hoover Elementary School will continue to communicate with families, students and teachers through those mediums and platforms identified under the Communication section of this document. Instruction and technology resources can be found by accessing the following links:

[Elementary \(K-4\) Information](#)

[Home Learning Access To Technology](#)

11. Athletics & Extracurricular

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 NYSDOH 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.

Physical Education at Hoover Elementary

Physical education will maintain 12 ft. social distancing guidelines when involved in any physical activity. Physical education classes will maximize the use of outdoor spaces while focusing their curriculum on individualized skill development that requires a reduced amount of equipment needed to meet standards and outcomes.

12. 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

All SWDs whose current IEP indicates their special education programs are Consultant Teacher, 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.

All SWDs 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 every day schools are open to students.

SWDs who receive their special education programs in an 15-1 Self-Contained classroom will attend school based on the following:

- Students in grades K-4 will attend school with their teacher every day schools are open to students.
- Students in grades 5-12 will follow their respective school's schedule.
- In rare cases individual adjustments will need to be made based on certain IEP programs and individual needs.

Related Services

All SWDs who have related services (RS) on their IEPs will continue to receive those services.

- RS Providers will review their individual caseloads and prioritize the method of their service based on student need.
- 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.
- KTUFSD will support push-in, pull-out, and virtual services based on student need as determined by the provider.
- 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 engaged.

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 aids 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.

13. **Bilingual/ELL Education**

All ELL students will be afforded the opportunity for full and equal participation whether 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 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.
- 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.