

**NORTH TONAWANDA
CITY SCHOOL DISTRICT**



***“Welcome Home
Lumberjacks”***

REOPENING PLAN

July 31, 2020

176 Walck Rd
North Tonawanda, NY 14120



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I. Introduction

At North Tonawanda City School District our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our 6 schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The areas outlined in this plan represent the myriad considerations that North Tonawanda will address to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority, and we therefore have addressed this within our plan.

This plan includes procedures that will be followed in the following schools:

North Tonawanda High School, Principal: James Fisher 716-807-3600 > [NTHS Site](#)

North Tonawanda Middle School, Principal: Gregory Burgess 716-807-3700 > [NTMS Site](#)

North Tonawanda Intermediate, Principal: Katie Smith 716-807-3825 > [NTI Site](#)

Ohio Elementary, Principal: John Steckstor 716-807-3800 > [Ohio Site](#)

Drake Elementary, Principal: Janet Matyevich – 716-807-3725 > [Drake Site](#)

Spruce Elementary, Principal: Patricia Adler – 716-807-3850 > [Spruce Site](#)

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

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Gregory J. Woytila, Superintendent of Schools, will serve as the district's COVID-19 Coordinator. He will serve as a central contact for schools and stakeholders, families, staff

and other school community members and will ensure the district is in compliance and following the best practices, per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

II. Communication/Family and Community Engagement

To help inform our reopening plan, the NTCSD has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations. Weekly Facebook Lives were held by the Superintendent where ideas and comments from staff and parents were answered.

Monthly Committee meetings divided by the following groups were and continue to be held: Transportation and Nutrition, Curriculum, Instruction and Scheduling, and Health and Safety.

We conducted community surveys and Thought Exchanges to poll the community on reopening and distance learning practices.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders

via the district website at www.ntschoools.org, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication modes – including the NTCS D webpage, North Tonawanda City Schools Facebook page, Learning Management Systems, Global Connect calls – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

North Tonawanda Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

The North Tonawanda City School District developed communication materials, accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the district to inform the school community. Information will be dispersed in a variety of platforms that include:

- District website
- Call list/ROBO Call
- Email blast
- Online training
- Learning Management Systems (Schoology, Seesaw)
- Correspondence (letters) to homes
- Social media accounts used by the district - Facebook

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions.
- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.

- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

III. Health and Safety

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

The following protocols and procedures will be in place in all district schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at gwoytila@ntschoools.org or 716-807-3500.

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, visit the *Communication/Family and Community Engagement section* of our reopening plan.

To ensure employees and students comply with communication requirements, the North Tonawanda City School District will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the school district must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors

who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations

Facility Entry:

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within North Tonawanda City School District facilities will practice social distancing expectations:

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in point at the security station.
- A face covering must be worn by all individuals, students, staff, and visitors on NTCSD property when social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their own face covering, if they adhere to the minimum standards of protection for the specific activity, however face coverings can and will be provided by NTCSD.

Daily Health Screening:

- Prior to entering all North Tonawanda City School locations, individuals must complete a medical screening questionnaire. This questionnaire is accessible through the North Tonawanda website at [COVID-19 Screening Questionnaire](#) or a QR code is posted at all main entrances that provides a direct link to the survey using an iPhone or android phone.
- Staff should complete this screening prior to arriving at work via the electronic submission form.
- Although filing of the health survey is preferred to be done online, paper copies of the questionnaire for visitors will be available at security stations. [COVID-19 Daily Screening Questionnaire](#)
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction. Students and visitors will be screened for temperature at arrival.
 - Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus, however students will be screened at arrival for temperatures.
 - Visitors will have their temperatures taken upon arrival.
- All staff must sign in and out of each building with the security desk/main office **each** time they enter and exit the building during the school day.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked-out locations on the floor, maintaining social distance until they can be signed in and screened.
 - Multiple lines and entrances will be coordinated, if needed to reduce crowding.

- Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.

Social Distancing:

- All individuals on North Tonawanda's premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However, in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or videoconferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Hygiene:

Hand washing - Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene.

Hand hygiene includes:

- Signage encouraging hand washing and correct techniques;
- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by humming the happy birthday song twice;
- Adequate facilities and supplies for hand washing including soap and water;
- Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can aerolite germs);
- Use of no-touch/foot pedal trash can where feasible;
- Extra portable hand washing stations will be placed in each building.
- Students and staff should wash hands as follows:
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a student with toileting;

- After sneezing, wiping, or blowing nose or coughing into hands;
- Anytime hands are visibly soiled;
- When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:
 - Signage should be placed on how to use sanitizer dispensers indicating soiled hands should be washed with soap and water;
 - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices:

No outside visitors or volunteers will be allowed on school campuses, except if related to the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Visitors:

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All visitors check in at Security/Main Office for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING which can be found by scanning the QR Code posted on all doors. The visitors must sign in with their identification through the Raptor System for a visitor badge. This will indicate to all other Security locations that the visitor has been screened.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to: dbundt@ntschoools.org or gwoytila@ntschoools.org. Each document must be named indicating the location and date.

Vendor:

- All vendors must be wearing proper face covering prior to entering any building and it must always be worn when six (6) foot social distance cannot be maintained.
- All vendors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All vendors should be accompanied by a staff member.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside, or via Teams or Zoom, when possible.
- Must sign in with the Raptor system for their visitor badge.

- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to: **dbundt@ntschoools.org** or **gwoytila@ntschoools.org**. Each document must be named indicating the location and date.

Training:

North Tonawanda will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

North Tonawanda will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between use. Examples of communal objects include, but are not limited to, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide employees and students with up-to-date education and training on COVID-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Training for Screeners:

North Tonawanda will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, which includes, a face covering and face shield. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

Training topics for all staff and substitutes:

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (various by building)
 - Entrance into the building
 - Cleaning procedures

- Sick child pick up
- Staff who are sick or suspected to be sick
<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting
<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only
<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages:

Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures pdf icon](#) and describe how to [stop the spread pdf icon](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face cover image icon](#)).

When Students Eat in Classrooms/Cafeteria:

- Desks will be used in place of tables in the cafeteria
- Desks will be 6 ft apart for distance while seated and eating.
- Train teachers on food allergies, including symptoms of allergic reactions to food.

- Train all non-food service staff on any meal service-related activities they will be responsible for.

https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Space Design and Capacities:

General Office Area:

- All offices will be limited to 50% the rated occupancy for the space. Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced to 50% normal load in addition to maintaining at least 6ft of separation between individuals.
- Workstations will be reconfigured so that employees do not face each other or establish partitions if facing each other cannot be avoided.
- Face coverings should be worn in these multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- Where possible the North Tonawanda City School District will establish additional shifts to reduce the number of employees in the worksite at one time.
- Will stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits.
- Will reduce tasks requiring large amounts of people to be in one area.
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

Conference Rooms:

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible.
- If meetings are to occur in person, they will be conducted in a quick manner.
- Social distancing among participants will be required.
- Lingering and socializing before and after meetings should be discouraged.

Break Rooms and Lunchrooms:

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms, in their vehicles or outside at the picnic table throughout the campus.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together, they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

Copier Rooms/Areas:

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.

Elevators:

- Two persons maximum in an elevator at a time wearing PPE.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

Restrooms:

- All bathrooms to adhere to social distancing, the number of simultaneous users in any bathroom will be limited.
- Individuals must knock before entering a stall or bathroom when single use to ensure there is no other occupant present.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.

Hallways/Stairwells:

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- Directional flow will be identified by indications on the floor/stairs
- Adequate distancing will be obtained between all individuals by taped off lanes on the corridor floors/ stair treads.
- All individuals must also allow for adequate space between when traveling in the same direction.

Classrooms:

- Occupancy in each classroom will be specific and determined based off of the overall square footage of the space.
- Each student, teacher and support staff will receive not less than 6 ft. of separation from others.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes will be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear a proper face covering.
- Where possible, special teachers and PPS staff will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of obvious use.
 - Remove any unnecessary furniture.
 - Remove any soft surfaces that are difficult to disinfect such as:
 - Area Rugs
 - Soft fabric chairs

Nurse Stations:

- All students and staff are required to wear appropriate face coverings.
 - N95 Respirator use for nurses should be limited to situations of suspected COVID-19.

Where applicable, nurse stations have been reconfigured to:

- Maintain social distancing of no less than 6ft.
- Create “sick” and “well” zones.
 - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
 - Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
- Physical separation will be achieved by utilizing one of the following:
 - Individual exam rooms
 - Polycarbonate barriers
 - Retractable dividing curtain walls
- Isolation Room/s
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.
 - *Reference the Isolation Room/s section for additional information.*

Isolation Rooms:

A separate space will be established for individuals who are suspected of being sick with Covid-19. The person will remain in this space until a parent can pick up a student (in the case of a child) or the person is able to safely leave campus.

- The isolation area will be supervised at all times while ill students or staff are present. The most current CDC and NYSDOH guidelines for PPE will be followed by the supervising staff.
- A distance of at least 6’ will be maintained between all students and staff within the isolation room.
- Cleaning of the isolation room, bathroom and equipment will be performed as directed by the CDC and NYSDOH.
- North Tonawanda Senior High will use room 127 for isolation.
- North Tonawanda Middle School will use room 149 for isolation.
- North Tonawanda Intermediate will use room 140 for isolation.
- Ohio Elementary School will use room 112 for isolation.
- Drake Elementary School will use room 2 for isolation.
- Spruce Elementary School will use room 104 for isolation.

Security Vestibule/Reception areas:

Security Stations will remain at all entrances of each building.

- Where a multi- entrance design is used, additional security posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.

- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

Computer Labs:

- The use of shared space and equipment use will be limited where feasible.
- Blocks of computers will be sectioned off to ensure social distancing is maintained.
- Tables of computers will be reconfigured to not face each other.
- Cleaning and disinfection of computer labs and keyboard will be frequent.
 - Keyboards should be wiped and disinfected before and after each use.
- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

Library Spaces:

- Remove all soft covered surfaces that cannot be properly cleaned and disinfected.
 - Bean bag chairs
 - Upholstered couches or chairs
 - Area rugs
- Reconfigure space to ensure social distancing.
 - Tables will be limited to one individual at a time where applicable.
 - Desks should be arranged to not face each other.
 - Small reading nook use should be discontinued unless:
 - limited to one person at a time.
 - Cleaned and disinfected routinely.
- Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing.

Engineering Controls:

- Portable hand wash stations will be installed in the main entrances of each building.
- Alcohol based hand sanitizer will be available in each entry and classroom.
- Bathrooms:
 - ⊘ Automatic hand dryer use will be discontinued
 - ⊘ Soap dispensers are in place at each sink
 - ⊘ Paper towels dispensers have been installed
 - ⊘ Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle
- Vestibules/Reception Areas
- Visitors are detained in secure areas where hand sanitizer and PPE directions can be issued.
- Water Fountains:
 - ⊘ As required by New York State Code, a potable water supply will be provided per 150 occupants, but not less than one source per floor.
 - ⊘ To reduce cross contamination the bubbler/drink spout has been removed or disabled.
 - ⊘ Automatic/touchless bottle filling equipment has been installed.
 - ⊘ These appliances will be routinely cleaned and disinfected as described in the Cleaning and Disinfection Section.

- Floor Demarcations:
 - ∄ All entrances or areas of static wait have floor signage installed allotting for a minimum of six (6) feet of separation between all individuals.
 - ∄ All Corridor floors and Stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.
- Temperature Screening Equipment.

Ventilation:

North Tonawanda will ensure sufficient ventilation and fresh air to all spaces will be in working order as designed. Established HVAC inspection and maintenance protocols will be followed that will preserve our system’s ability to achieve proper ventilation of our buildings.

Cleaning and Disinfection:

The North Tonawanda will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include:

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

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.

- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned between everyone's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19, and be appropriate for the surface.

Suspect or Confirmed COVID Cases:

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient.
- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:
 - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - Opening outside doors and windows to increase air circulation in the area;
 - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
 - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas;
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.

- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Contact Tracing:

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the North Tonawanda City School District will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick. <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness:

The North Tonawanda City School District will follow protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation
2. Negative COVID-19 diagnostic test result
3. Symptom resolution, or if COVID-19 positive, release from isolation

The district will refer to DOH's "[Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)" regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19. The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The

discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Local Hospital Capacity:

The North Tonawanda City School District has a longstanding partnership with Niagara County Department of Health. Niagara County has four (4) hospitals in the jurisdiction: Kaleida DeGraff Memorial Hospital, Niagara Falls Memorial Medical Center, Mount Saint Mary's Hospital and Eastern Niagara Hospital - Lockport. Local hospital capacity may be found at: https://profiles.health.ny.gov/hospital/bed_type/Total+Beds. Regarding medical surge bed availability, the local school districts may work with the Niagara County Department of Health and local hospital partners for situational awareness as needed.

Closure Considerations:

When a person has been identified (confirmed) or suspected to be COVID-19 positive, the process in North Tonawanda could include:

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Establishing a decision-making tree at the district level.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - 7 metrics - NYS Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average

- Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available

IV. Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The North Tonawanda City School District plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken as needed:

- Work with engineers/custodians to establish sufficient fresh air exchange.
- Drinking Water Facilities: Reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review.
- For offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission.
- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

Emergency Response Protocols & Drills:

The 2020-2021 school year may include hybrid models of the traditional school day.

Emergency response drills, including evacuation and lockdown drills, may be spread across

the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

Shelter-In-Place:

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between staff and students cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Hold-In-Place:

Hold-In-Place protocols will be the same the following changes:

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between people cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Evacuate:

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer

- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout:

Lockout protocols will be the same, besides maintaining six (6) feet of space between students and staff in the area.

Lockdown:

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

V. Child Nutrition

All schools in the North Tonawanda City School District (NTCSD) will follow SFA policies when communicating about school meal services, eligibility, options and changes in operations. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

NTCSD has identified Anthony Montoro, Assistant Superintendent of Administrative Services, as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone in and in-person support to complete the application is available from our Senior Account Clerk

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

For information about how meal information will be communicated, visit the Communication/Family and Community Engagement section <https://www.ntschoools.org/domain/1058> of our reopening plan.

Meals Onsite:

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in

staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

To start during the month of September the lunches in school and out will be bagged with everything in them. The students will have a breakfast bag and a lunch bag provided each day. We will then reassess to see if and what type of hot meals can be provided safely going forward.

- All meals will be prepared at the student's home school
- Menus will be the same for both A students and B students and will rotate on a weekly basis. Menu options for Monday & Tuesday will be the same as Thursday & Friday, giving students access to the same food, especially their favorites.
- We would like to serve students from the lunch line in the cafeteria.
- We will mark spaces that will enable students to continue 6ft apart
- Our goal for the elementary building is to receive an approximate count for entrées in the morning to aid getting students through the line more quickly. Students will have access to their choice of sides as they have under normal situations.
- These meals will be served in a method that will enable them to eat in the cafeteria, or we will place them in to-go containers to carry back to the classroom
- We will handle all trays behind the line and place at the end of the line to for student to pick up, thus making delivery contactless.
- We will continue to produce menus that protect students from food allergens such as soy, dairy, nut, etc.
- Our employees will wear masks and gloves on the service line and have hand sanitizer available for students

In buildings that will utilize the cafeteria, the tables will be removed, and desks will be brought in and placed on tape marks that ensures six feet of social distancing while eating with their masks off.

In buildings that will be eating in the classroom's desks, will already be spaced at social distancing standards and will be maintained.

Both options will have a combination of teachers, monitors, or assistants there to monitor and remind students of the rules while eating.

After eating in both locations, the desks will be cleaned with cleaner before returning to use or the next student comes to eat. In the cafeteria model we would have enough room to have double the number of desks so that they can alternate which desk is sat at for each lunch allowing for more cleaning and drying time.

See the link to food service for meeting the nutrition requirements.

Meals offsite/remote:

For the day's students are not in school or distance learners:

- NTCSD will have pickup sites during the school day at each individual home school, for both convenience to parents as well as to address storage concerns, we experienced during the initial shutdown period (HS & Spruce)
- NTCSD will prepare for pickup on Mondays & Wednesdays 3- and 5-day meal kits.
- The kit will consist of 1 breakfast meal and 1 lunch meal per day
- 5-day kits are available Mondays for distance learners at their home school
- 3-day kits are available Mondays for students attending in person school on Thursday & Friday and on Wednesdays for students that attended school on Monday & Tuesday.
- A student may receive a maximum amount of 5 breakfasts and 5 lunches per week under the National School Lunch Program
- NTCSD will have designated times for meal pickup
- Mondays & Wednesdays we will also make pickups available at the High School for all students from 4PM-6PM

VI. Transportation

NTCSD will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by districts and contract carriers will be cleaned/ disinfected once a day. High contact sports will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Cleaning and Disinfecting:

Refer to the cleaning standard operating procedures guidance for further information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus
- *Daily Cleaning*
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
- *High Touch Surfaces*
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area
- Cleaning and disinfecting products approved by the EPA will be used according to instructions.
- Eating and drinking will be prohibited on the bus
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses
- All cleanings/inspections will be documented (via trackable log)

Bus protocols for a reported case of Covid -19 on a school bus:

Edward Strasser, Director of Transportation, will be notified, the district will then notify building administration and a plan will be implemented to contact parents of students on that bus. Bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19. Bus will be disinfected following CDC guidelines.

Students on Transportation:

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.
- Students must social distance (six (6) feet separation) on the bus;
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the district;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

Training (Office Personnel, Drivers, Mechanics, Aides):

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Bloodborne Pathogen (BBP)
- COVID Awareness
 - New cleaning Protocols (buses, transportation center)
 - Handwashing
 - Face Covering (sizing, use, wear & care)
 - Personal Health and Hygiene
 - Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE):

- Disposable gloves
- Face Covering/Mask
- Face Shield (if applicable)

Transportation Communication:

- NTCSD will emphasize to parents and students prior to reopening schools that the district has thoroughly disinfected all buses and student transportation vehicles
- NTCSD will communicate with parents and students that student transportation vehicles are included in the district’s COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing district transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an “opt-out” option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)

Density Reduction, Social Distancing, Bus Capacity:

- CDC guidelines suggest creating distance between children on the school bus when possible.
 - Seat one child per row, skip rows. This results in approximately six students on a 66-passenger bus. (90% capacity reduction)
 - Consider these restrictions when planning transportation routes
- As a density reduction strategy, another consideration is to seat one student per row, all students wearing masks. (*Source: National council on school facilities and cooperative strategies*).
 - This results in approximately 22 students on a 66-passenger bus
- Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six (6) foot distances in aisles
- Sneeze guards to protect the driver
- Do not seat students directly behind the driver
- Provide additional adult supervision (monitors) on buses to manage social distancing
- Students shall wear face masks (if required) while in transit when social distancing is not possible

- If applicable, have an aide take student attendance/screening on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing

Routing:

- The NTCSD had developed multiple routing scenarios for administration to analyze different instructional scheduling options
 - Split sessions
 - Alternating days
 - Hybrid schedules – some grade levels in person learning at school buildings, other grade levels virtual remote learning
 - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- Limit rotation of substitute drivers and aides if possible
- Limit student movement between bus routes
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
 - If possible, mirror AM and PM routes, so bus riders are the same group each day

Loading/Unloading & Pickup/Drop-off:

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school
- Dismissal times will be staggered to best suit building needs and to promote social distancing
- Adjustments will be made by buildings:
 - For unloading and entry, and loading and departure
 - Route timing which will be affected by delayed loading/unloading processes
 - Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes to reduce load levels on buses

Transporting to BOCES:

- NTCSD will be transporting to BOCES and will follow similar protocols as previously described
- NTCSD will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation

VII. Social Emotional Well-Being

In planning for our re-entry in September, the district has formed an SEL Leadership Team to examine the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our

schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. In support of this belief, a Social-Emotional Leadership team was created consisting of certified school counselors/social workers, and school administrators. This team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional supports to help them re-engage and re-enter work and school. As a district, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, Social Workers, school-based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to student support services and school-based health programs will be invaluable supports to our students. Before school resumes, school administrators, teachers and mental health practitioners (school counselors, school psychologists and school social workers) will meet to create an asset map of already existing foundational assets within school districts and community-based organizations and build upon them. In addition, it will be critical to determine students who might be at risk for needing mental health supports. Members of our Student Support Service Team and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Supports will include resources from various members of our Student Support Service Team, to include, but not limited to: Identifying and delivering responsive SEL supports, including mental health check-ins, planning and goal setting, opportunities for self-reflection, as well as those practices across the tiers that have been identified in our district wide comprehensive counseling plan. The NTCSD will address professional development for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency as well as provide supports for developing coping and resilience skills for students, faculty, and staff. Additionally, all NTCSD employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the NTCSD community through the COVID-19 Channel found on our website. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

Actions to consider prior to school opening:

Provide professional development to support educators’:

- Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
- Understanding and utilization of trauma-informed practices.
- Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.

In addition to in-school structures (i.e., mentors, advisory classes), schools may consider community partners who may be able to connect with students and families and supplement the services already being provided by the school.

Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community support to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Actions to consider once the school year begins:

Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Consider instructional strategies that best work for your school’s context (i.e. community meetings, small group mentoring, brain breaks).

Have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.

- Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity.

Topics you may consider include but are not limited to:

- Potential increases in bullying behavior;
- Grief, loss, and trauma;
- Mental health and supportive behaviors;
- Bias, prejudice, and stigma;
- Preparedness, hope, and resilience; and
- Fear and anxiety.

Staff should be trained, as necessary, and schools should be prepared to support both staff and students that may feel unnerved by these topics or conversations. Schools should be prepared to support an influx of students who may need counseling support.

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. In order to improve school culture and climate, districts

should:

- Prioritize the health and emotional well-being of staff and students above all else.
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Student Support Services Staff:

Counselors, Social Workers, psychologists, behavioral specialists and other Student Support staff should be prepared to provide student mental health and counseling services with telehealth options. Staff should be prepared to create plans with students and parents that return to school, monitoring various mental health needs related to COVID-19 (e.g., added financial stress, abusive home environments exacerbated by remote learning, isolation, and depression).

The sample questions below can be used as a starting point for phone/video conferences or planning meetings that engage stakeholders in sharing their perspectives.

- What has your experience been like since school has been closed? What is on your mind as you think about next school year? What are your biggest hopes or worries?
- What has our school done well during the past months, and what could we have done better?
- How might you like to contribute as we prepare to transition to a new school year?
- What will help you learn this upcoming year?
- What can we do to make school feel even more like a community that cares for you?

Each school will need to plan for building a broad coalition to integrate SEL and academic supports into transition plans, and create and maintain a caring, safe, and supportive environment for all students and adults.

Family Support Center:

The Family Support Center (FSC) will develop a space for connection, listening, and healing among all leaders and staff in the school building. The goal is to maximize staff members' abilities to connect with students, families, and community partners and ensure access to mental health and trauma support for students, families and staff members.

The FSC will seek out and plan for professional learning to build educators' capacity to support students' SEL.

VIII. School Schedules

During the month of August the NTCSD will contact families on their preference for transportation for school as well as assign them to the two days they will be attending in person learning. Going forward each building will communicate how the child's daily schedule will be followed on no attendance days.

For information about how school schedule information will be communicated to students, families and staff members, visit the *Communication section* <https://www.ntschoools.org/domain/1058> of our reopening plan.

IX. Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting:

All schools in the NTCSD will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in eSchool, our student management system based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism:

While there is no one-size-fits all approach to addressing chronic absenteeism, the North Tonawanda City School District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The NTCSD addresses chronic absenteeism as follows.

- Nurture a culture of attendance
 - Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
 - Explain the importance of attendance to the entire school community
 - Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.
- Early Identification and Intervention
 - Each school regularly monitors attendance data and communicates with parents about issues as they arise.
 - Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
 - Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.
- Create a more positive school culture and a focus on engaging instruction
 - Evaluate and address your students' engagement in learning
 - Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
 - Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
 - Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

X. Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The North Tonawanda City School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

- The North Tonawanda City School District recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that 93% of North Tonawanda households have access to the internet. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the North Tonawanda City School District will take the necessary steps to meet their needs where plausible.
- Conduct and/or maintain an inventory of equipment and other assets.
 - Identify which students, families, and staff have district assets in their possession.
- Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
- Arrange a “Helpdesk” system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

The North Tonawanda City School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Microsoft Teams, Zoom, or other web conferencing tool) and asynchronous technologies (i.e. Microsoft Teams, Schoology, Seesaw, or other LMS). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students’ homes, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

XI. Teaching and Learning

In an effort to assure high-quality teaching and learning, a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that Instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to

a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan will outline routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan include a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Early Learning: NTCSD/Carousel Academy will continue to offer Universal Prekindergarten to ensure that the needs of our youngest learners are addressed, whether instruction is provided in-person, remotely, or through a hybrid model. NTCSD will ensure that Carousel Academy operating our UPK programs are following health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. CBOs operating Prekindergarten programs will have a 2020- 2021 plan for providing continuity of instruction for in-person, remote, and hybrid learning models, that will be aligned to our K-3 schools.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website > [Orleans/Niagara BOCES Link](#).

Parents that choose to opt for a full remote method of learning while the NTCSD is operating in the hybrid or full attendance model will be required to complete a "commitment form" that will explain the expected participation and work required depending on the grade level the student is enrolled.

In-person Instruction:

100% of Staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be 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. Using this model, students will be actively involved in the school learning environment. In addition, instructional programs, for the most part, will maintain their current integrity.

Remote/Hybrid Instruction:

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment.

- Hybrid Model: Two Day Alternate Section: Students attend in-person two days per week (M/T or R/F). Teachers instruct students in-person four days per week. On days students are scheduled for remote learning, they are required to log on to the district approved Learning Management System(s). On Wednesdays, all students engage in knowledge acquisition activities and teachers have time to produce video, assignments and activities for the two days of remote instruction. Some students will continue in-person instruction each day because they are already placed in low density situations (e.g., students with special needs). Students are broken into two cohorts based upon last name. (I.e - Students with last names A-K attend school on Mondays/Tuesdays while students with last names L-Z will connect with their classes via Schoology/Seesaw. Students with last names L-Z attend school in-person on Thursdays/Fridays while students with last names A-K will connect with their classes via Schoology/Seesaw. Wednesdays are for all students to engage in remote learning while teachers would use the time for collaborative planning, professional learning, and Office Hours.
- Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards. As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.
- Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction with a balance of asynchronous learning and activities, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.
- To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Remote Model:

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 by the teacher or record.

Remote learning experiences will look different than what we delivered in the spring, which was created on short notice but was no small feat by our educators. To enhance remote learning all around, we have sifted through the feedback from staff and parents and further educated ourselves on how to best serve students and teachers online. Now that we have had more time to plan and prepare, we are certain students and families will have a much better virtual experience.

Enhance Remote Learning Looks Like:

- Increased interactions with peers and teachers
- Greater focus on equity and the social-emotional and mental needs of students and staff
- Increased synchronous learning, meaning students engage in learning at the same time as their peers
- Opportunities for small groups to come into our facilities face-to-face, and more.

Systems Management:

Grades Pre-K, K-3 will use Seesaw and grades 4-12 will use the Schoology Learning Management System 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. Learning content may include documents, videos, learning activities, and assessments.

- All students will be provided with an electronic device for use at home.
- Portable connections to the internet will be provided for students who do not have an internet connection at home.
- Keep a regular school schedule with times for course/subject area instruction. Times established by K-3, 4-6, 7-8, and 9-12 grade level bands.
- Take attendance for each lesson or course.

Engagement Strategies and Online Tools:

Asynchronous Learning - Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous Learning - Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an In Person learning experience.

- Using video conferencing (Zoom, Microsoft Teams) software for live (synchronous) lesson instruction.
 - Online Tool: Chat
 - One way to keep students engaged in the learning process during the lesson is to pose questions that they must respond to. Students who may not raise their hand in a face-face classroom may feel more comfortable sharing a response in chat. Students can also ask questions and provide insights during the lesson.
 - Wait time is important when asking questions in the classroom. This gives students time to prepare a response. Wait time is especially important in the virtual classroom. Students may have delays in video and audio feed due to equipment, network, or bandwidth limitations. Students may type or click at different speeds.
 - Additionally, student behavior expectations for participation in synchronous online learning sessions are outlined in the [NTCSD Expectations for Video Conferencing](#)

XII. Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, NTCSD has collaborated with Orleans-Niagara BOCES to ensure high school instructional plans are aligned. O/N BOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work-based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

XIII. Athletics and Extracurricular Activities

Interscholastic Athletics

As a result of the COVID19 pandemic, districts have delayed the Fall sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events
- Waive seven-day practice rule to enable greater opportunities for local participation
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

If the Fall sports season is interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

- **Season I** (Winter Sports)

- Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
- *Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer. * Because of the high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.
- **Season II (Fall Sports)**
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
 - *Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.
- **Season III (Spring Sports)**
 - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
 - *Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Extracurricular Activities:

During the month of September extracurricular activities and clubs will be promoted with a later start date. This will allow for all to understand the activity and give each group time to get a plan for meeting approved by the building and district administration to ensure that social distancing guidelines and PPE are part of each activities plan. In cases where this assurance cannot be assured the club/activity will be suspended for the time required till such assurances can be met.

XIV. Special Education

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

Parent Engagement:

The NTCSD is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members of to ensure that they are engaged in their children's education during the reopening process

IEP Implementation:

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

Special education programs and services of the NTCSD provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). The NTCSD will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (eg. Related Services Log). The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

In the event of a Hybrid Schedule, Special Education students will be scheduled to be face to face daily, in our K-12 self-contained Special Class Programs (12:1:1 and 8:1:1). Students will be required to follow social distancing and PPE practices as previously indicated in the plan. For every student with a disability, accommodations and modifications will continue to be provided in all three models of instruction: In-person, Remote or Hybrid. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications. The CSE Team (general education teacher(s), special education teacher(s), related service providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting. In addition, the CSE team and families will discuss the student's individual needs and agree to a prioritized set of services and/or accommodations that will enable the student to access instruction and make educational progress.

Progress Monitoring:

The NTCSD will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

Referrals/Evaluations/CSE Meetings:

Referrals: Prior to referral to CSE, each building will take into consideration all factors that may have influenced the students' progress as a result of COVID 19 School closure. If a student is suspected of having a disability, the building should refer said student to CSE for evaluation, upon parental consent. However, if underperformance is directly related to school

closure, each building should deploy its RtI, AIS, and Remedial Support Networks to close students' learning gaps.

Evaluations: The NTCSD will ensure that all evaluations meet the required timeline. Additionally, we will: identify evaluation components that may be performed remotely; utilize existing available information that may be appropriate to meet the required components of the initial evaluation and identify any additional information that might be necessary for determination; identify any components of the initial evaluation that requires face to face and work with the parents to conduct the evaluation at a mutually agreeable time, when health and safety measures can be satisfied; and, classroom observations will be conducted when school is in session.

XV. Bilingual Education and World Languages

The NTCSD provides world language instruction in German, Spanish, and French 7-12 and English as a New Language (ENL) instruction for ELLs K-12. These programs and services will be provided in all formats (live-person, hybrid, or remote).

Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using 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 will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The NTCSD is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students, we will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process which includes telephone contact, text messages, social media, emails and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. We utilize Erie 1 BOCES regional translation services as well as other contracted agencies to assist with translation services. This service can translate live conversations as well as documents.

The NTCSD will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The district also has access to the E1B Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based.

In order to assure that students have opportunities to study world languages we are prepared to teach German, Spanish, and French in the live in-person, hybrid, or remote format upon reopening. With the support of O/N & Erie 1 BOCES, we will provide professional learning opportunities to our district and the region that supports best practices in all three formats of

instruction and cover equitable instruction for our ELLs, SWDs, and general education students who are studying world languages such as German, Spanish, or French to help address learning gaps caused by the COVID-19 school closures.

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

XVI. Staffing

Teacher and Principal Evaluation System:

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. The NTCSD will consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

Certification, Incidental Teaching and Substitute Teaching:

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

Student Teachers:

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the NTCSD. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full-time certified teachers only. At no time will a student teacher be used as a teacher of record.

XVII. Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)

Additional References:

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#)
- (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#)
- (June 26, 2020)

- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.](#)
- *(June 26, 2020)*
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency. \(June 26, 2020\)](#)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)