

RE-OPENING PLAN

2020 - 2021



The Following Buildings and Programs are covered within this Re-Opening Plan for the Jefferson-Lewis BOCES:

Bohlen Technical Center, Watertown (Grades 10-12)

Howard G. Sackett Technical Center, Glenfield (Grades 11-12)

ACES Program, Watertown (Grades 7-12)

Boak Educational Center, Lowville (Grades 7-12)

JLHHO BOCES Programs for Exceptional Students (Grades K-12)

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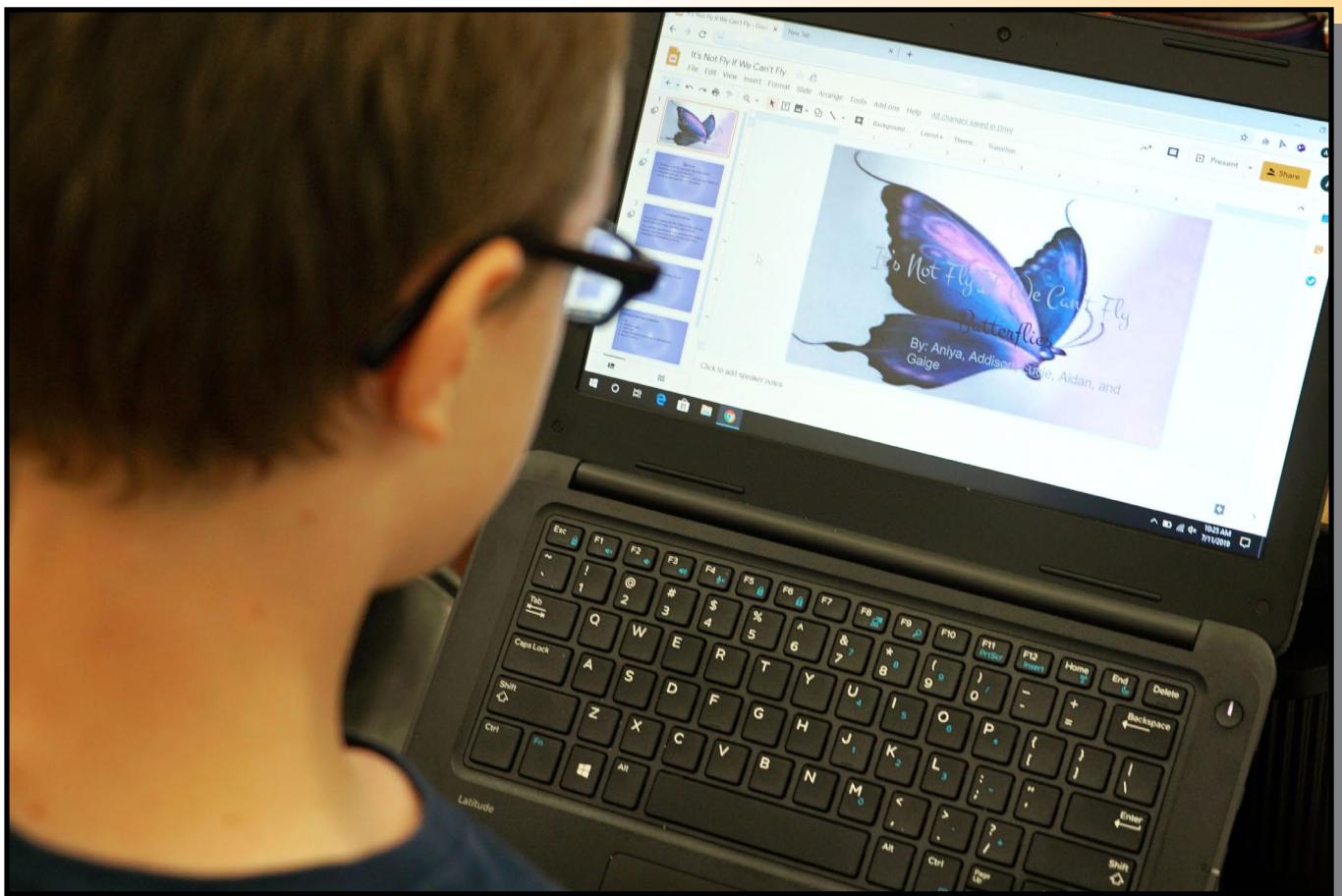
Acknowledgements

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Introduction



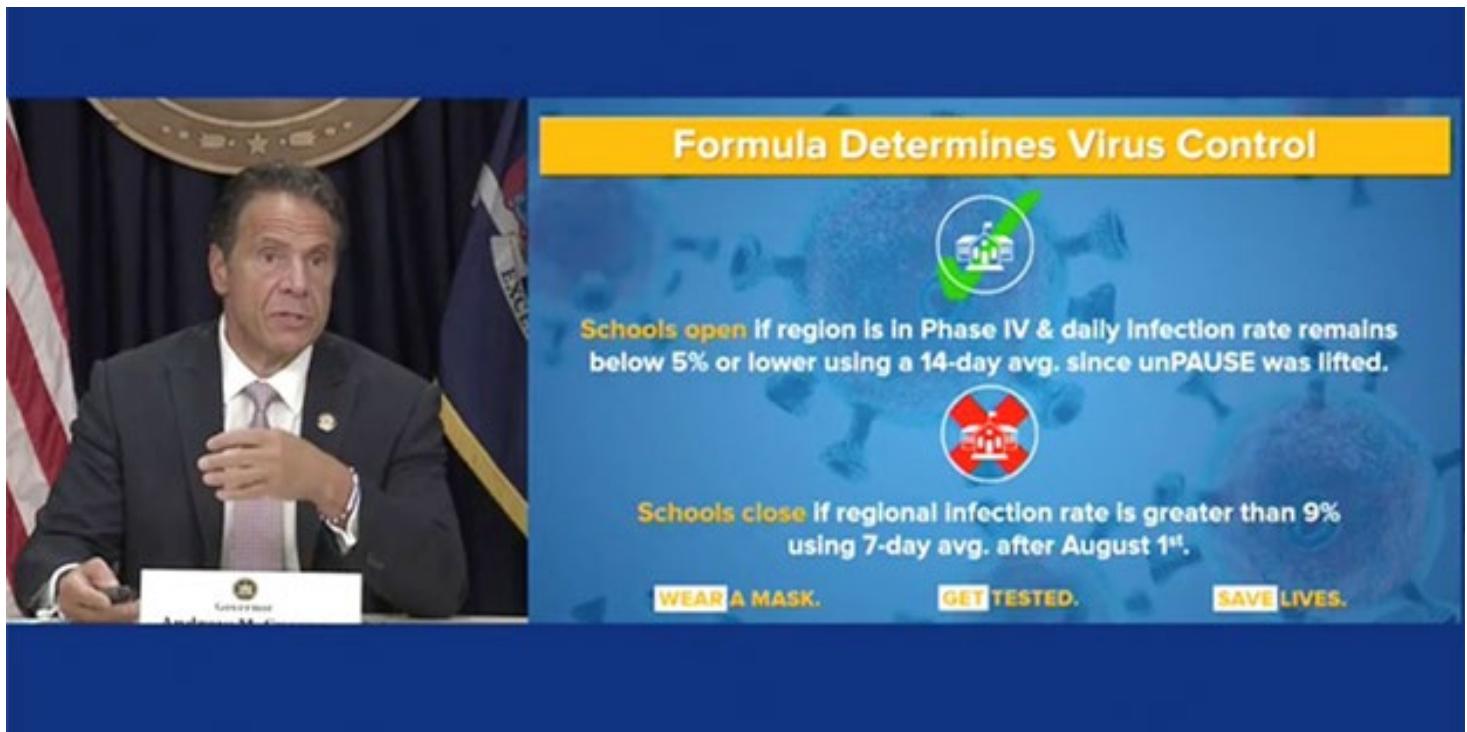
Introduction

The guidelines and recommendations outlined in the following document are based on findings from the most current research. It should be noted that any and all directives, guidance and Executive Orders from the Governor's office, CDC or DOH will supersede the recommendations contained within this document.

Governor Cuomo will announce a decision on the reopening of schools the week of August 1 based on the following metrics:

Schools Open: If region is in Phase IV & the daily infection rate remains below 5% or lower using a 14 day average since unPAUSE was lifted.

Schools Close: If regional infection rate is greater than 9% using a 7 day average after August 1



For a safe re-entry to school, the following conditions must be met:

- Local health metrics meet phase 4 standards under NYS reopening guidance
- Equipment availability-adequate access to PPE
- Ability to measure potential local surges
- Screening measures in place to assess positive cases in the school community
- Conduct job-specific training among all employees
- Deploy pre-return communications plan

Underlying Principles

Jefferson Lewis BOCES will continue to encourage and foster the development of positive behaviors on the part of each student and provide a culturally responsive, respectful, safe, and orderly school setting, despite the many COVID-related challenges faced by our school and community. Responsible behavior by every person affiliated with our school community is essential to achieving this goal. While it is possible that some elements of this Reopening Plan may be temporarily modified as a result of forthcoming guidance or legal changes from NYSED or the NY Department of Health (ie dress code rules, social distancing, visitor expectations, etc.), the overall intent remains: Jefferson Lewis BOCES will actively promote equity, cultural competence, inclusion, and academic readiness in a safe, and secure environment.

Safety

As we prepare for the reopening of school, our priority is to safeguard the health and safety of our students, their families and our staff. We recognize the merit and significance of in-person instruction and the opportunities that are afforded to students through the arts, extracurricular activities and interscholastic athletics, however, it is our goal to ensure that all decisions related to reopening must first and foremost consider the physical safety, social-emotional well-being, equity, and the mental health needs of the students and staff. When school occurs in-person all staff and students will maintain six (6) feet in order to social distance and will wear masks while in attendance in the building.

Flexibility

As public health circumstances develop regionally and statewide, we understand that it is essential to monitor conditions and prepare to smoothly transition from one educational model to another as needed. All decisions made must be effectively communicated to staff, students, families and the community.

Communication

Collaboration with component schools, regional BOCES and community partners is essential during this unprecedented time. Working in close relationships with other agencies enables us to make the best decisions possible. This plan reflects input from administrators, faculty, staff, students, parents/legal guardians, members of the Board of Education, the local public health departments, health care providers, emergency management, county, and union representatives.

Introduction

Communications & Family Engagement



Communications & Family Engagement

Per the guidelines put forth by New York State, Jefferson-Lewis BOCES will develop communication plans for students, parents/guardians, staff & faculty, and visitors regarding protocols and guidelines to help stem the possible spread of COVID-19. Jefferson-Lewis BOCES will affirm and review the State-issued guidelines and submit reopening plans prior to the reopening date.

The Jefferson-Lewis BOCES has engaged stakeholders and community members (administrators, faculty, staff, union leaders, students, parents/legal guardians, alumni, public health and emergency management officials) in developing our reopening plans. Throughout this process, these stakeholders have included: BOCES Administration, BOCES Instructors, CSEA Representatives, BSSA Representatives, BPA Representatives, Jefferson County Public Health, Lewis County Public Health, Jefferson County Administration, Lewis County Administration, Jefferson County Emergency Management, Lewis County Emergency Management, Samaritan Medical Center, Lewis County General Hospital, Carthage Area Hospital, BOCES students & parents/guardians, BOCES alumni and industry partners.

It is understood that the Governor of New York State will decide on reopening plans for Pre-K through Grade 12 schools in early August 2020.

This approved reopening plan will be made available for public view at the Jefferson-Lewis BOCES campus and at the Jefferson-Lewis BOCES website at www.boces.com.

Communication Plans

Reopening

1. Student Communication

- a. Students will be encouraged to review health protocols/procedures. This information will be made available to them by Jefferson-Lewis BOCES.
- b. Students will undergo required training in the classroom on proper protocols/procedures that will include the use of hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- c. Proper signage will be placed in classrooms, hallways and in other areas. This signage will include information on proper health protocols and procedures.
- d. Students will be encouraged to view the school district's website on a regular basis for new information as it becomes available.

2. Parents/Legal Guardians

- a. Parents/legal guardians will be encouraged to review reopening procedures. This information will be made available to them by Jefferson-Lewis BOCES.
- b. Parents/Guardians will be encouraged to view the district website on a regular basis to view the district's reopening plan. Any questions and concerns that parents/guardians have can be directed to school administration with specific contact information outlined.

3. Faculty/Staff

- a. All district staff will be encouraged to review reopening procedures. Information will be made available online through the Jefferson-Lewis BOCES Employee Portal, which can be accessed through the Jefferson-Lewis BOCES website with every district employee receiving login credentials to access that site.
- b. All district staff and substitutes will undergo required training in the classroom on proper protocols/procedures that will include the use of hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

Communications & Family Engagement

- c. Urgent communication to faculty/staff will be made available through emails from the District Superintendent or specific Staff Directors or Principals.
 - d. Signs will be posted at each employee entrance at our campuses outlining the symptoms of COVID-19 and other relevant information.
 - e. Other signage regarding information on COVID-19 will be posted throughout each building for staff to view.
4. Visitors
- a. Jefferson-Lewis BOCES will communicate online the proper procedures and protocols for visitors before they arrive at the BOCES campuses. They will be asked to call ahead if their visit is not expected. All visitors will need to be buzzed in by the building front offices and will be required to check in with that front office. All visitors will be told that a mask is required to be worn to enter any BOCES buildings. Visitors will be kept to a minimum.
 - b. Signs are posted at each visitor entrance at our campuses outlining the symptoms of COVID-19 and other relevant information.

Additional Closures/Positive Case

In the event of a positive case of Covid 19 within Jefferson-Lewis BOCES, all stakeholders will be notified immediately using all existing communications platforms, including the Jefferson-Lewis BOCES website, parent communication tools and email. Information regarding the duration of existing closures, nature of precipitating events, and plans for re-entry will be shared immediately and widely. These methods will include:

1. Notifying local health officials, staff, students and parents/guardians immediately of any possible case of COVID-19 while maintaining confidentiality consistent with applicable federal and state privacy laws.
2. In the event of a positive case in the school community, Jefferson-Lewis BOCES will follow all directives from Jefferson County Public Health and Lewis County Public Health, depending on the location of the positive case.
3. Jefferson-Lewis BOCES will protect private information of staff and students while assisting and cooperating with any contact tracing efforts.
4. Jefferson-Lewis BOCES will release specific information via an official statement to be shared on the district's website, email to staff and parent/guardian communication tools.

Example of positive Covid 19 case announcement/statement:

On (date), Jefferson-Lewis BOCES received confirmation from (County) Public Health that a (student/staff member) has tested positive for COVID-19.

We are working with (County) Public Health, which is currently performing the contract tracing process. This process identifies anyone who comes into close contact with an individual who has COVID-19. If you are contacted by (County) Public Health, please follow their recommendations.

Pursuant to our District Reopening Plan, the affected areas are being disinfected. Masking and social distance protocols/policies remain in place.

We are releasing this information for transparency purposes. However, we are not permitted to release any additional information at this time to protect the privacy rights of students and staff.

Once again, if you or your family has been directly impacted, you will be contacted by Public Health.

The health and safety of our students, staff, and the surrounding community remains one of our top priorities at this time. We thank you for your understanding and continued support.

Communications/Family & Community Engagement

For more information on COVID-19, please visit the websites of

CDC

<https://www.cdc.gov/>

NYSDOH

<https://coronavirus.health.ny.gov/home>

or contact your local county public health office.

Designated Coordinator for Communication to Stakeholders

The following BOCES staff members have been named designated coordinators to act as contacts upon identification of positive cases and will be responsible for subsequent communication:

District COVID-19 Safety Coordinator: Pamela Hebert

BOCES Building Safety Leaders who will work with the District COVID-19 Safety Coordinator on safety, requirement of mask wearing, possible positive cases, and other items dealing with COVID-19:

Bohlen Technical Center: Mallory Douglas

Howard G. Sackett Technical Center: Paul Mooney

Boak Educational Center: Cindy Huussen

ACES: Jeanette Rushford

BOCES Indian River:

Calcium Primary: Carrie Tibbles

Evans Mills Primary: James Bier

Indian River Middle School: James Bier

Indian River High School: Carrie Tibbles

BOCES Watertown:

Case Middle School: Alicia Ross

Watertown High School: Alicia Ross

BOCES Lowville:

Lowville Elementary School: Alicia Ross

Lowville Middle School: Alicia Ross

BOCES South Lewis:

Glenfield Elementary School: Alicia Ross

BOCES Adult Education PN at Bohlen Technical Center:

PN Coordinator: Nicole Davis



Health & Safety



Health & Safety

We encourage districts to use this document as a guideline as they plan for the reopening of school in the fall of 2020, and to work in collaboration with a diverse group of stakeholders including parents, teachers, students, and community members to ensure that decisions made will meet the distinct needs of each individual district.

A. Training

Note - The following recommendations are subject to change and are not meant to supersede any regulatory agency.

As the state is gradually reopening and staff are returning in various stages, COVID-19 remains a concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district and all staff must adhere to the same judicious precautions of safety and hygiene for yourself and others as this pandemic continues to pose a threat to everyone. Remember that we are still in the midst of a pandemic and everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

For most employers, protecting workers will depend on emphasizing basic infection prevention measures. As appropriate, all employers should implement good hygiene and infection control practices, including:

- **Promote frequent and thorough hand washing.** This includes 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% alcohol.
- **Encourage workers to stay home if they are sick.**
- **Encourage respiratory etiquette**, including covering coughs and sneezes.
- **Discourage workers from using other workers' phones, desks, offices, computers, other devices, other work tools and equipment**, when possible.
- **Provide workers with up-to-date education and training on COVID-19 risk factors** and protective behaviors (e.g., healthy hand hygiene practices, cough etiquette and care of PPE).
- **Train workers who need to use protective clothing and equipment.** This includes: how to put it on, use/wear it, and take it off correctly in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all workers.
- **Train all teachers, staff and substitutes in the above safety actions.** Consider conducting the training virtually, or if in-person, ensure that social distancing is maintained.

Training topics to consider for all staff and substitutes (this is not an all inclusive list)

- **Proper hand washing.**
 - > [Hand washing video](#) (1:26).
- **Proper cough & 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
 - > Familiarize faculty/staff about traffic flow procedures to promote social distancing (i.e. one-way routes in hallways)

- Operating procedures (various).
 - > Entrance into the building
 - > Cleaning procedures.
 - > Sick child pickup procedures.
 - > Staff that are sick or suspect a sickness. (Plan a space/room that can be used to isolate symptomatic staff members, volunteers, or students).
- Proper cleaning techniques.
- Hazard Communication – Right-To-Know.
 - > Proper use of chemicals.
 - > No chemicals from home.
 - > Transfer of hand sanitizer in smaller containers.
- Exposure Control Plan – with a focus on Pandemic/COVID-19.
- Personal Protective Equipment - PPE.
 - > Proper type, use, and size.
 - > Cleaning and sanitizing of the mask (if applicable).
 - > Provide training for staff and students on wearing, putting on and removing PPE.
 - Use of face masks (Donning/Doffing) (Cloth vs. Surgical)
 - [Face mask don/doff video](#) (2:38)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
 - Masking recommendations for Schools:
www.health.state.mn.us/diseases/coronavirus/schools/masks.html
 - > Send fact sheets home with students that provide similar education for parents.
- Respirator Protection (N95)
 - > 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.
- Mental Health Training
 - > Crisis identification.
 - > Mental health and wellbeing.
 - > Coping techniques.
 - > Mindfulness and empathy.
 - > Loss/sicknesses of parents, grandparents, friends, school members etc.
 - > Behind on school work/class-work.
 - > Having to send the child back to school.
 - > Secondary traumas.
 - > Increased anxiety/stress.
 - > Increase in abusive tendencies.
 - > Isolated/lonely.
 - > Change in routine.
 - > Relocation.
 - > Unemployment situation/job loss.

Health & Safety

- > News, constant bad news.
- > Previous mental health issues worsening.
- > Frustration with use/knowledge of remote technology.

YouTube – CDC Ad Council Videos

- Protect Yourself https://youtu.be/Ltl_uasz6to
- How to Protect Against the Coronavirus <https://youtu.be/Dh2dCWk85Zw>

Safe Schools – Utica National (Trainings Available for COVID Response)

- CDC Hand Washing
- Respiratory Protection
- PPE
- Coronavirus Awareness
- Coronavirus – CDC Guidelines for making and wearing Cloth Masks
- Coronavirus – Cleaning and disinfecting your workplace
- Coronavirus – Managing Stress and Anxiety
- Coronavirus – Preparing your Household
- Coronavirus – Transitioning to a Remote Workforce

Public School Works

- M-852 COVID-19 Cleaning & Disinfecting (30 mins)
- M-850 COVID-19 Protecting Yourself and Others (25 mins)
- M-576 Communicable Diseases: Prevention and Control (20 minutes)
- M-226 Flu Pandemic Preparedness (For Administrators) (20 mins)
- M-227 Flu Prevention (20 mins)

Department of Health and CDC Guidance Documents

<http://www.nysesd.gov/common/nysesd/files/programs/coronavirus/nysesd-covid-19-first-guidance-3-9-20.pdf>

<https://www.healthychildren.org/English/ages-stages/gradeschool/school/Pages/When-to-Keep-Your-Child-Home-from-School.aspx>

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html

<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

<https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/staffing.html>

B. Standard Operating Procedure

Department: Medical (Medical Director, Nurse, Health Aide)

Note - The following recommendations are subject to change and are not meant to supersede any regulatory agency.

As the state is gradually reopening and staff are returning in various stages, COVID-19 remains a concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district and all staff must adhere to the same judicious precautions of safety and hygiene for yourself and others as this pandemic continues to pose a threat to everyone. Remember that we are still in the midst of a pandemic, and everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Please also refer to the following documents for more guidance:

- General Practices
- Communication
- Cleaning
- SOP – Cleaning and Maintenance
- SOP - General Office
- Daily Screening and Returning to Work
- Training
- Posters
- Building Considerations
- Special Considerations
- NYS Forward Plan

Protocols and Procedures to Consider

Health Education & Communication:

Communicate to students, staff, parents and community members:

- Post signs in the Nurse's area(s) on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- Hand washing should be the primary way to clean your hands. Hand washing should be done with soap and water for at least 20 seconds. Hand sanitizer should only be used if soap and water is not available. Hand sanitizer works best on clean hands and hands should be rubbed with sanitizer until completely dry.
- Have on hand approved letters/messages for COVID-19 cases or potential cases for various school audiences.
- Determine procedures for sick child pickup. For example, parent/guardian should stay in their car and call to announce their arrival. The sick child will be escorted out at a safe distance, while wearing PPE, to have the parent/ guardian sign the student out.
- Encourage parents to be on the alert for signs of sickness in the children and keep them home when they are sick.
- Remind/encourage students and staff to stay home if they feel sick.

Health & Safety

- Review and understand the process for staff calling in sick. Consider providing a list of questions to supervisors to clarify what type of sickness is occurring (COVID related or not). Illnesses may need to be tracked differently in the future.
- Advocate to staff and students on wearing, putting on and removing face covering and/or Personal Protective Equipment (PPE). Send a fact sheet home with students that provide similar guidance to parents.
- Communicate the importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Confirm that nurse substitutes are willing to work and have had training them on new protocols.
- Ensure that PPE, cleaning supplies, face coverings, are available for nursing staff.
- Reinforce proper decontamination procedures are followed.
- Train unlicensed assistive personnel on the administration of the flow chart, proper temperature taking procedure (if applicable).

Operations

Establish a separate room/area for non-sick students

- Medication dispersal/treatments area.
- Non-COVID suspected student illnesses (injury, stomach ache, etc.)

Monitoring For COVID-19

Check State and local health department notices daily about transmission in the area and adjust operations accordingly.

- Check for signs and symptoms - based on state guidance
- Fever or chills (100.0 F or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of smell or taste
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Additional signs that a staff person may make of student(s) or other staff member(s):

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

Student Screening May be Required: - May include the following based on state guidance:

- Individuals who have a fever of over 100.0°F or other signs of illness should not be admitted to a school building or onto a school bus.

- Employers should inform and encourage staff to self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure.
- Implement screenings safely, respectfully, as well as in accordance with any applicable privacy laws or regulations.
- Confidentiality shall be maintained.
- School administrators may use examples of screening methods in CDC's Supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff.
- Implement flexible sick leave policies and practices, if feasible.
- Monitor absenteeism and have a roster of trained back-up staff.
- Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students.
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- Create communication systems for staff and families for self-reporting of symptoms and notification of exposures and closures.

Sick Student/Employee

May include the following based on state guidance:

Test-based strategy.

- Resolution of fever without the use of fever-reducing medications and
- Improvement in respiratory symptoms (e.g., cough, shortness of breath).
- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥24 hours apart (total of two negative specimens).
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.
- Inform those exposed to a person with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Test refusal

- Individual must quarantine for 14 days

Health & Safety

Reopening:

- Where appropriate, implement policies and procedures for immediately isolating people who have signs and/or symptoms of COVID-19.
- Move potentially infectious people to a location away from staff, students, and other visitors.
- Take steps to limit spread of the respiratory secretions of a person who may have COVID-19.
 - > Provide a facemask, if feasible and available, and ask the person to wear it, if tolerated.
Note: A face mask (also called a surgical mask, procedure mask, or other similar terms) on a patient or other sick person should not be confused with PPE for a worker; the mask acts to contain potentially infectious respiratory secretions at the source (i.e., the person's nose and mouth).
- Restrict the number of personnel entering isolation areas.
- Protect Nursing staff in close contact with (within 6 feet of) a sick person or who have prolonged/repeated contact with such persons.

Closing of an area

In the event a person is diagnosed with COVID-19 and is determined to have been in the building, programs may need to be closed for a short time (1-2 days) for cleaning and disinfection.

Cleaning (Nurses Office)

Nurse's Offices need to be thoroughly cleaned on a regular, defined basis. Cleaning of this area must occur at least daily.

- First clean surfaces using an appropriate cleaner.
- After cleaning the area, use an EPA-registered household disinfectant.
- Follow the instructions on the label to ensure safe and effective use of the product.
- Keep the surface wet with disinfectant for the entire contact time (see product label for dwell time).
Precautions such as appropriate PPE and making sure you have good ventilation should be followed during use of the product.
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Clean and disinfect health cots regularly (after each student use).
- Discard or launder coverings after each use.
- Cover treatment tables and use pillow protectors.
- Clean and disinfect high touch surfaces (for example):
 - > Desks and chairs
 - > Door handles and push plates
 - > Bathroom faucets
 - > Light switches
 - > Shared telephones
 - > Shared desktops
 - > Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room.

- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Clean/Disinfect sinks and toilet area.

Launder

Consider laundering/cleaning of the isolation curtains in the Nurse's Office regularly.

- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items. Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves and wash hands right away.

Suggested Guidance for School Nurse's Regarding Office Procedures

- High exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19. These include the School nurse and support staff exposed to known or suspected COVID-19 patients.
- Staff at high or very high exposure risk will need to use Personal Protective Equipment (PPE) including gloves, a gown, a face shield or goggles, and either a face mask or a respirator, depending on their job tasks and exposure risks.
- Those who work closely with (either in contact with or within 6 feet of) individuals known to be, or suspected of being, infected with SARS-CoV-2, the virus that causes COVID-19, should use respirators.
- National Institute for Occupational Safety and Health (NIOSH)-approved, N95 filtering facepiece respirators or better must be used in the context of a comprehensive, written respiratory protection program that includes fit-testing, training, and medical exams.
- The use of facemasks for persons with respiratory symptoms and fever over 100.0 is recommended if available and tolerated by the person and developmentally appropriate. Facemasks can be made available to the student awaiting parent/guardian pickup.
- All nursing staff should have their temperature taken before and after each shift.
- Nurses will check the temperature for students/staff who have been sent to the nurse office for treatment.
- Nurse shall check if the student/staff have symptoms that include fever, cough, shortness of breath, vomiting, diarrhea etc. If yes, they are sent to the newly created specialized room to wait for parent pickup.
- Allow for appropriate social distancing between cots and chairs in the nurse's office. Pre-determine how many people can be in the area before re-opening. As of right now, 36 square feet per person is acceptable.
- Consider using visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow and appropriate spacing to support social distancing.
- Have teachers and staff call before sending students to the nurse's office (minimize crowding in the office space, the nurse warning of a student exhibiting flu-like symptoms). Keep in mind that emergency visits should be seen by the nurse during this time.

Health & Safety

- Keep door(s) in the nurse's office shut to allow time for the nurse to put on PPE before coming in contact with the student. Door knobs will be frequently cleaned.
- Ensure the availability of appropriate cleaning supplies (e.g., disinfectant wipes) for cleaning of high-touch surfaces.
- Have hand sanitizer and tissues readily available for use by students and staff (supervision required).
- Have open or foot operated trash containers available in the nurse's office.
- Use screens to set up areas for daily nurse duties – giving meds, general first aid. Set up in a separate area.
- Nurses will also need to clean and disinfect between sick kids.

Department: Mental Health Professionals

(e.g., School Social Workers, Counselors, Psychologists, Psychiatrists, etc.)

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- Daily Screening and Returning to Work
- Training
- Posters
- NYS Forward Plan

Additional Training (Department Specific):

- Mental Health Training (annual)
- DASA Awareness Training (annual)
- New or Revised District Policies/Regulations and/or Procedures
- Sexual Harassment Identification and Reporting Training (annual)

Required PPE

- Face mask/face covering should be available and used per district policies/regulations and procedures.
- If you find that soap, sanitizer, or masks are not available, please alert an administrator or custodian immediately.
- Face coverings/masks, washroom facilities and hand sanitizer are/should be available for you to use while you are in the building or working on site. Information on the appropriate use and disposal of personal protective equipment (PPE) should be made available to all staff.

Mental Health Supports for Students, Staff and parents

Upon arrival back to schools during the COVID-19 epidemic, both faculty and staff may require mental health services. Mental health services should be made available for both faculty and staff. Lower income families may require more support.

- School Mental Health Professionals should have a list of outside resources for families to use if needed (e.g., family counselors, etc.)
- School Mental Health Professionals should also have a list of resources to use if needed
 - > Create a template/letter to disperse to the school community of places to go and contact information for them.
- Be prepared to teleconference with parents and students for permission to work with the child/family.
- Appropriately use any PPE provided by the district including any barriers/shields between people.
- When possible, coordinate schedules to limit the number of people in the room at one time.
- When working with outside agencies, ensure all procedures are being followed (e.g., hand washing, social distancing, etc.)

Potential Issues for Mental Health Professionals to Think About:

- Crisis identification
- Mental health and wellbeing
- Coping techniques
- Mindfulness and empathy
- Loss/sicknesses of parents, grandparents, friends, school members etc.
- Behind on school work/class-work
- Having to send child back to school
- Secondary traumas
- Increased anxiety/stress
- Increase in abusive tendencies
- Isolated/Lonely
- Change in routine
- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology

Everyone reacts differently to stressful situations:

- Older people and people with chronic diseases who are at higher risk for severe illness from COVID-19.
- Children and teens
- People who are helping with the response to COVID-19, like doctors, other health care providers, and first responders.
- People who have mental health conditions including problems with substance use.

Health & Safety

Emotional reactions to coming out of quarantine may include:

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

Addressing Social-Emotional Health

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

What Mental Health Professionals can do in schools:

- Educate staff, parents, and students on symptoms of and help for mental health needs.
- Promote social emotional learning competency and build resilience.
- Help ensure a positive, safe school environment.
- Teach and reinforce positive behaviors and decision-making.
- Encourage helping others.
- Encourage good physical health.
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports.

Ensure effective Social Emotional Learning (SEL) Programs K-12. Efforts to care for the emotional well-being of children and families can extend beyond the classroom and into the entire school. School-based SEL programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment. These programs can also benefit educators within the schools.

- Keep products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods.
- Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility. Follow NYS DOH and/or local Public Health guidelines.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

Cleaning/Disinfecting Protocols

- Appropriate cleaners
- Surface cleaner
 - > Spray bottle
 - > Bucket
- Soap & water
 - > Spray bottle
 - > Bucket

*Spray bottle recommended to minimize cross contamination

Step 1. Clean

- Wear disposable gloves or any other required PPE to clean and disinfect.
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface.
- Read all labels and follow instructions (PPE may be required).
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area.
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting.
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces.

Step 2. Disinfect

- Disinfecting kills germs on surfaces.
- Ensure the area or item is cleaned with soap and water.
- Then disinfectant can be used.
- Take all precautions on the label such as PPE, and safe handling procedures.
- Consider changing out cleaning cloths (microfiber) often or use disposable products.
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - > Keeping the surface wet for the entire contact/dwell time (see product label).
 - > Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
- Diluted bleach solutions may also be used if appropriate for the surface.
 - > $\frac{1}{3}$ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue.
 - > Bleach solutions should be made fresh and not kept for more than 24 hours.
 - > Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening, may not be suitable for disinfection.
 - > Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation.
 - > Never mix bleach with ammonia or any other cleanser.
 - > Leave solution on the surface for at least 1 minute.

Health & Safety

- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Electronics
 - > Place wipeable covers on electronics.
 - > Follow manufacturer's instructions for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves and wash hands right away.

Classrooms

- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms.
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon.
- In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible.
- Teachers may be responsible for selected cleaning within the classrooms and should be provided with appropriate cleaning supplies.

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Daily Classroom

- Clean and disinfect high touch surfaces:
 - > Classroom desks and chairs
 - > Door handles and push plates
 - > Bathroom faucets
 - > Light switches
 - > Shared telephones
 - > Shared desktops
 - > Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.

- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the classroom door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian)

Restrooms and Locker Rooms

- Clean and disinfect toilets, sinks and shower areas.
- Clean and disinfect high touch surfaces:
 - > Drinking Fountains
 - > Door handles and push plates
 - > Light switches
 - > Handrails
- All trash receptacles emptied and trash removed from the room.
- Floors full mopped.
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned.
- Check toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked.
- Restock all paper, feminine hygiene and soap products.
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian)

Daily Common Areas (Hallways, Auditorium)

- Clean and disinfect high touch surfaces:
 - > Drinking Fountains
 - > Door handles and push plates
 - > Bathroom faucets
 - > Light switches
 - > Shared telephones

Health & Safety

- > Handrails
- > Light switches
- > Buttons on vending machines and elevators
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Daily Nurses Office

- Clean and disinfect health cots regularly (after each student use).
- Discard or launder coverings after each use.
- Cover treatment tables and use pillow protectors.
- Clean and disinfect high touch surfaces:
 - > Classroom desks and chairs
 - > Door handles and push plates
 - > Bathroom faucets
 - > Light switches
 - > Shared telephones
 - > Shared desktops
 - > Shared computer keyboards and mice.
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.

- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures .
- Replace Lights (Notify Custodian).

Daily Clerical/Admin Offices

- Clean and disinfect high touch surfaces:
 - > Door handles and push plates;
 - > Bathroom faucets
 - > Light switches
 - > Shared telephones
 - > Shared desktops
 - > Shared computer keyboards and mice.
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are pot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Cleaning/Disinfecting Area List and High Touch Surfaces

Restroom

- Clean and disinfect toilets, sinks and shower areas.
- Wear proper PPE, avoid splashes.
- Clean and disinfect high touch surfaces:
 - > Sinks
 - > Faucets
 - > Soap dispensers
 - > Drinking Fountains

Health & Safety

- > Door handles and push plates
- > Light switches
- > Handrails
- All trash receptacles emptied and trash removed from the room.
- Floors full mopped.
- Clean Doors and Partitions in restrooms and locker rooms.
- Walls are spot cleaned.
- Check toilets, faucets, and drains are working.
- Check sanitary napkin boxes.
- Clean exterior of dispensers.
- Make sure all windows are locked.
- Restock all paper, feminine hygiene and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Daily Common Areas (Hallways)

- Clean and disinfect high touch surfaces:
 - > Drinking Fountains
 - > Door handles and push plates
 - > Bathroom faucets
 - > Light switches
 - > Handrails
 - > Light switches
 - > Buttons on vending machines
- All trash receptacles emptied and trash removed.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Walls are spot cleaned, when soiled.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Make sure all unoccupied classrooms are locked.

Daily Clerical/Admin Offices

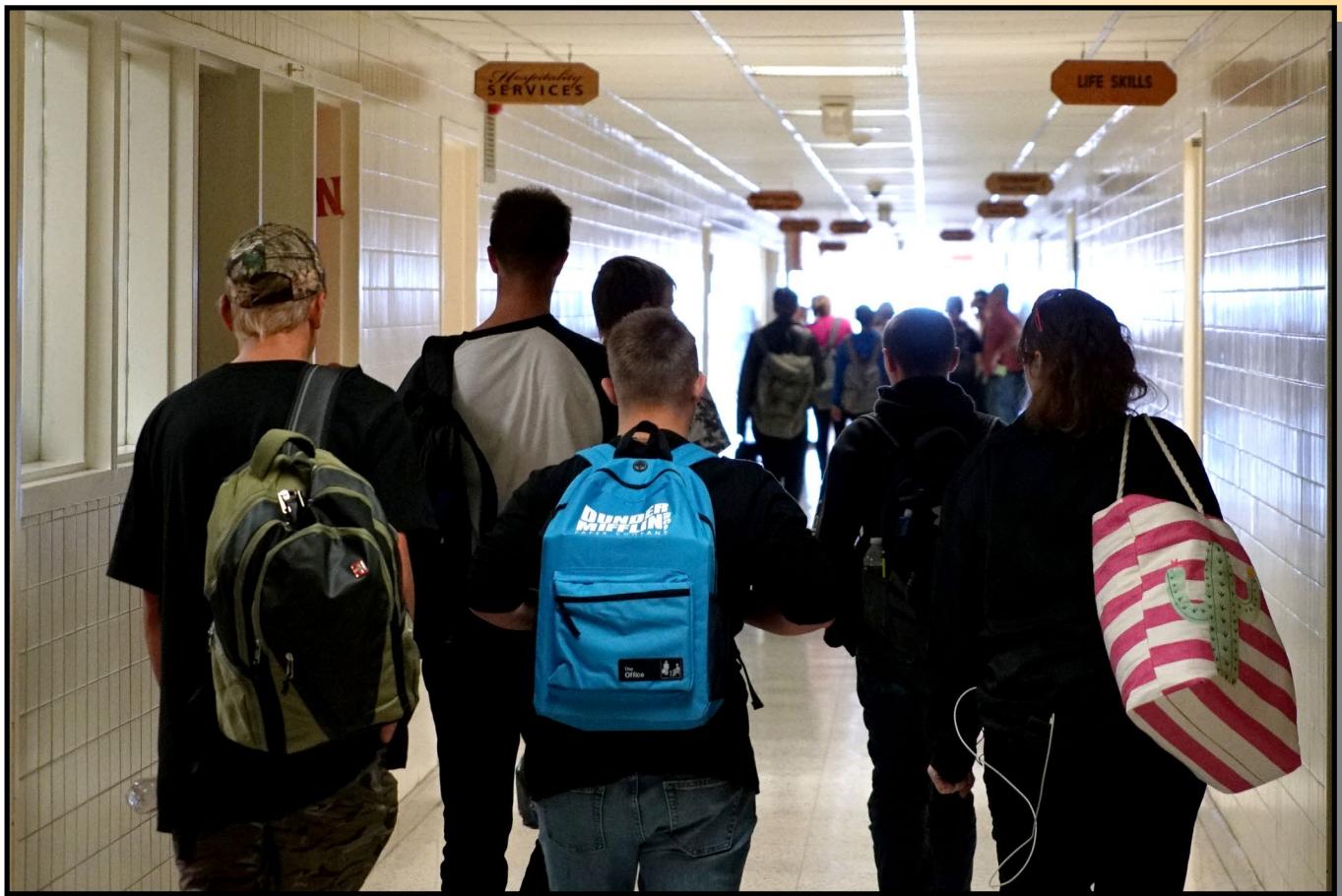
- Clean and disinfect high touch surfaces.
- Door handles and push plates.
- Bathroom faucets.

- Light switches.
- Shared telephones.
- Shared desktops.
- Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are pot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect shared sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Maintenance).

Health & Safety



Facilities



General Health & Safety Assurances:

Standard Operating Procedure

Department: General Office Areas

Note - The following recommendations are subject to change and are not meant to supersede any regulatory agency.

As the state is gradually reopening and staff are returning in various stages, COVID-19 remains a concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district and all staff must adhere to the same judicious precautions of safety and hygiene for yourself and others as this pandemic continues to pose a threat to everyone. Remember that we are still in the midst of a pandemic, and everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Please also refer to the following documents for more guidance:

- General Practices
- Communication
- Cleaning
- SOP - General Office
- SOP – Kitchen with Students
- Daily Screening and Returning to Work
- Training
- Posters
- Building Considerations
- Special Considerations
- NYS Forward Plan

Required PPE

- Face Covering/Mask when in areas where more than one person is present.

Face coverings and hand sanitizer are available for you to use while you are in the building or working on site. Use and dispose of personal protective equipment (PPE) properly.

If you find that soap, towels, sanitizer, or face coverings are not available, please alert an administrator or custodian immediately.

Procedures For Consideration

General Office Space Configuration

- Prior to re-occupancy, perform a detailed review of the configuration of your workspaces:
 - > Consider eliminating reception seating areas and requesting that guests phone ahead or install a plastic partition at the reception area.
 - > Consider allowing staff to use alternate spaces.
 - > Review floor plans and remove or reconfigure seats, furniture and workstations as needed to preserve recommended physical distancing (at least 6 feet apart) in accordance with guidelines.
 - > Reconfigure workstations so that employees do not face each other, or establish partitions if facing each other cannot be avoided. Arrangements can be made to turn desks to face in the same direction to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).

- > Consider temporarily replacing or removing amenities that are handled with high contact frequency. This includes items such as water coolers, coffee makers, and bulk snacks. Replace them with alternatives.
- Consider using signage to deter use of amenities.
- If vending machines are used, provide and require cleaning and disinfectants to wipe down after each use.
- Reduce tasks requiring large amounts of people to be in one area.
- Employees should 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.
- Consider implementing strict clean-desk policies. This ensures that non-essential items are stored in enclosed cabinets or drawers rather than on desks.

Conference Rooms

- First, consider not using conference rooms for meetings and/trainings.
- Consider the repurposing of those room(s) and limiting their use.
- Conference rooms that are used should be disinfected on a daily basis at minimum.
- If a meeting is required, consider limiting in-person meetings to 10 people or less if virtual meetings are not feasible. If staff meetings cannot be held virtually, use a large enough space to accommodate social distancing.
- If any type of meeting/training needs to occur in person, they should be conducted in a quick manner.
- Lingering and socializing before and after meetings should be discouraged. Disinfectant wipes or spray should be left in each conference room and employees should be encouraged to wipe down all surfaces and equipment (e.g., mouse, keyboard, phone) touched during conference room meetings.

Lobby and Common Areas

- Common areas (e.g., lobby, security check-in) should be cleaned and disinfected on a daily basis at minimum.
- Benches, chairs, etc. should be considered to be removed from these areas to prohibit lingering and collection of people in those spaces.
- Disinfect all surfaces and commonly touched equipment (e.g., check-in tablets).
- Employers and employees should not provide communal meals to employees and should not make food available in common areas where employees may congregate.
- Regulate the use of common areas with clear signage (including maximum occupancy) and physical distancing measures in accordance with public health rules and guidelines.
 - > Provide cleaning supplies for employees to utilize before/after they use common spaces and contact surfaces.
 - > Encourage staff not to linger or socialize in common areas.
 - > If physical distancing is not possible, then partitions can be placed between desks.

Kitchen

- Kitchen areas should be cleaned and disinfected on a daily basis at minimum.

Facilities

- Kitchen equipment should also be cleaned on a routine basis:
 - > Coffee machines, refrigerator handles, and the ice machine handles should be disinfected at least three times per day.
 - > The outside of dishwashers should be cleaned at the beginning and end of each shift.
 - > All silverware and dinnerware should be cleaned in the dishwasher. This helps ensure thorough cleaning and disinfection.
 - > Silverware should be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece.
 - > Ice machines that require a handheld scoop should not be used, as it is difficult to control potential contamination in this case.
 - > Water/beverage faucets that require workers to operate them with their hands should also be disinfected three times per day.
 - > If silverware and dishes cannot be kept clean and covered, disposable options are recommended.
- Congregating in kitchen areas should be discouraged.

Breakrooms

- Temporarily replace amenities that are handled with high contact frequency, such as water coolers, coffee makers, toasters, refrigerators, and bulk snacks and replace them with alternatives.
- Use of these items by multiple people should be discouraged. If they must be used then each person should wipe the touch surfaces with disinfectant wipes or use a cleaning spray to wipe them off, before and after use.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.
- Stagger lunch breaks to minimize occupancy in break rooms and allow for social distancing.
- Congregating in kitchen areas should be discouraged.
- Seating and tables should promote social distancing.
- Postings and reminders will be placed in these areas.
- Cleaning and/or disinfecting supplies will be supplied in these areas.

Restrooms

- Consider the use of trash cans that are open at the top of the apparatus.
- Doors to multi-stall restrooms should be able to be opened and closed without touching handles if at all possible.
 - > Place a trash can by the door if the door cannot be opened without touching the handle.
 - > Limit the amount of people that are in these bathrooms.
- For single restrooms, provide signage and materials (paper towels and trash cans) for individuals to use without touching the handles, and consider providing a key so disinfection measures can be better controlled.
- If the facility is considering the use of toilet lids, place signs indicating that toilet lids (if present) should be closed before flushing.
- Place signs asking employees to wash hands before and after using the restroom.

- Provide paper towels in restrooms and disconnect or tape-off hand air dryers.
- Double efforts to keep bathrooms clean and properly disinfected.
- Ventilation - Ensure there is an adequate flow of fresh air to workspaces and optimize the ventilation system settings. Some ways to do this are:
 - > Maximize fresh air through your ventilation system.
 - > Ensure restrooms are under negative pressure.
 - > Ensure that the proper filtration is being used for not only normal office use, but also what is recommended to control SARS-CoV-2 transmission.
 - > Clean and disinfect all HVAC intakes and returns daily.
 - > Consider seeking an HVAC professional and see ASHRAE updates for more information.
 - > If fans such as pedestal fans or hard mounted fans are used, take steps to minimize air from fans blowing from one person directly to another.

Enhanced Cleaning Practices

- Create a schedule for cleaning of the office environment. Follow the CDC's Environmental Cleaning and Disinfection Recommendations at:
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
- Ensure the availability of appropriate cleaning supplies (e.g., disinfectant wipes) for cleaning of high-touch surfaces.
- Select appropriate disinfectants and consider effectiveness and safety.
 - > The U.S. Environmental Protection Agency (EPA) has developed a list of products that meet EPA's criteria for use against SARS-CoV-2.
 - > Review product labels and Safety Data Sheets and follow manufacturer specifications.
 - > Consider consulting chemical suppliers if additional advice is needed.
- Establish a disinfection routine.
 - > Ensure disinfection protocols follow product instructions for application and contact time.
 - > Have hand sanitizer and tissues readily available for use by staff throughout the building.
 - > All contact surfaces should be disinfected regularly. This includes:
 - Individual workspaces between each shift.
 - Common area contact surfaces between each use.
 - Examples of commonly touched surfaces in office settings include:
 - Door handles
 - Elevator buttons
 - Bathroom surfaces
 - Kitchen appliances and surfaces
 - Sign-in areas
 - Common office electronics (e.g., phone, printer, keyboard, mouse, and personal devices)
 - > Use disposable products when possible.
 - > If reusable products are used, ensure that these products are maintained, handled and cleaned per product instructions.

Facilities

- > Consider using a checklist or audit system to track when and how cleaning is conducted.
- > Remove items and personal effects from surfaces to facilitate surface cleaning.
- > Request that occupants remove items from desks and other surfaces before leaving work each day.
- > Identify items with likely surface contact that are difficult to clean and remove or replace with alternatives.

More ways to promote a safe workplace for school staff

- Consider reducing occupant loads for people entering the workplace.
 - > For those that can work remotely, have them continue to work remotely. For those that cannot work remotely, consider staggering staff throughout the day (while keeping appropriate social distancing measures in place).
- Ensure school policies are supportive of staff staying home when sick and offer options for people who are at high risk of developing serious symptoms associated with COVID-19.
- Explore opportunities for staff who cannot be at school due to their own high risk conditions or those of their family members to complete work utilizing alternate spaces (e.g., telecommute).
- Dedicate individual office materials.
- Do not share writing utensils, and office supplies between staff (when possible).
- Frequently clean office materials or equipment that cannot be designated.
- Place hand hygiene supplies in close proximity to shared equipment (e.g., printer/copier).

AIHA - Reopening: Guidance for General Office Settings

https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings_GuidanceDocument.pdf

Cleaning

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Please also refer to the following documents for more guidance:

- Training
- General Practices
- Communication

Procedures

- Create and retain a log that states:
 - > Date
 - > Time
 - > Scope of cleaning and disinfection

- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon.
- Ensure safe and correct application of disinfectants (contact times).
- Keep products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods.
- Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility. Follow NYS DOH and/or local Public Health guidelines.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

Cleaning/Disinfecting Protocols

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- Surface cleaner
 - > Spray bottle
 - > Bucket
- Soap & water
 - > Spray bottle
 - > Bucket

**Spray bottle recommended to minimize cross contamination*

Step 1. Clean

- Wear disposable gloves or any other required PPE to clean and disinfect.
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface.
- Read all labels and follow instructions (PPE may be required).
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area.
- Consider changing out cleaning cloths (microfiber) often or use disposable products.
- Clean surfaces prior to disinfecting.
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces.

Step 2. Disinfect

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- Ensure the area or item is cleaned with soap and water.
- Then disinfectant can be used.
- Take all precautions on the label such as PPE, and safe handling procedures.
- Consider changing out cleaning cloths (microfiber) often or use disposable products.
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:

Facilities

- > Keeping the surface wet for the entire contact/dwell time (see product label).
- > Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
- Diluted bleach solutions may also be used if appropriate for the surface.
 - > $\frac{1}{3}$ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue.
 - > Bleach solutions should be made fresh and not kept for more than 24 hours.
 - > Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening, may not be suitable for disinfection.
 - > Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation.
 - > Never mix bleach with ammonia or any other cleanser.
 - > Leave solution on the surface for at least 1 minute.
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Electronics
 - > Place wipeable covers on electronics.
 - > Follow manufacturer's instructions for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves and wash hands right away.

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- Teachers may be responsible for selected cleaning within the classrooms and should be provided with appropriate cleaning supplies.

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Daily Classroom

- Clean and disinfect high touch surfaces:
 - > Classroom desks and chairs
 - > Door handles and push plates
 - > Bathroom faucets
 - > Light switches
 - > Shared telephones
 - > Shared desktops
 - > Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the classroom door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian)

Restrooms and Locker Rooms

- Clean and disinfect toilets, sinks and shower areas.
- Clean and disinfect high touch surfaces:
 - > Drinking Fountains
 - > Door handles and push plates
 - > Light switches
 - > Handrails
- All trash receptacles emptied and trash removed from the room.
- Floors full mopped.
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned.
- Check toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked.

Facilities

- Restock all paper, feminine hygiene and soap products.
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian)

Daily Common Areas (Hallways, Auditorium)

- Clean and disinfect high touch surfaces:
 - > Drinking Fountains
 - > Door handles and push plates
 - > Bathroom faucets
 - > Light switches
 - > Shared telephones
 - > Handrails
 - > Light switches
 - > Buttons on vending machines and elevators
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Daily Nurses Office

- Clean and disinfect health cots regularly (after each student use).
- Discard or launder coverings after each use.
- Cover treatment tables and use pillow protectors.
- Clean and disinfect high touch surfaces:
 - > Classroom desks and chairs;
 - > Door handles and push plates;
 - > Bathroom faucets;
 - > Light switches;
 - > Shared telephones;
 - > Shared desktops;
 - > Shared computer keyboards and mice.
- All trash receptacles emptied and trash removed from the room.

- Floors swept and dust mopped.
- Floors full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Daily Clerical/Admin Offices

- Clean and disinfect high touch surfaces:
 - > Door handles and push plates;
 - > Bathroom faucets;
 - > Light switches;
 - > Shared telephones;
 - > Shared desktops;
 - > Shared computer keyboards and mice.
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are pot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Athletic Areas

Facilities

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength-training equipment.
- Disinfect mats and other high-use equipment at least daily.
- Clean and disinfect high touch surfaces:
 - > Handles on equipment (e.g., athletic equipment)
 - > Drinking fountains
 - > Ice Machines
 - > Door handles and push plates
 - > Light switches
 - > Shared telephones
 - > Shared desktops
 - > Shared computer keyboards and mice.
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Make sure all windows are locked.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Cleaning/Disinfecting Area List and High Touch Surfaces

Restroom

- Clean and disinfect toilets, sinks and shower areas.
- Wear proper PPE, avoid splashes.
- Clean and disinfect high touch surfaces:
 - > Sinks
 - > Faucets
 - > Soap dispensers
 - > Drinking Fountains
 - > Door handles and push plates
 - > Light switches
 - > Handrails
- All trash receptacles emptied and trash removed from the room.
- Floors full mopped.
- Clean Doors and Partitions in restrooms and locker rooms.

- Walls are spot cleaned.
- Check toilets, faucets, and drains are working.
- Check sanitary napkin boxes.
- Clean exterior of dispensers.
- Make sure all windows are locked.
- Restock all paper, feminine hygiene and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Daily Common Areas (Hallways)

- Clean and disinfect high touch surfaces:
 - > Drinking Fountains
 - > Door handles and push plates
 - > Bathroom faucets
 - > Light switches
 - > Handrails
 - > Light switches
 - > Buttons on vending machines
- All trash receptacles emptied and trash removed.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Walls are spot cleaned, when soiled.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Make sure all unoccupied classrooms are locked.

Daily Clerical/Admin Offices

- Clean and disinfect high touch surfaces.
- Door handles and push plates.
- Bathroom faucets.
- Light switches.
- Shared telephones.
- Shared desktops.
- Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.

Facilities

- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect shared sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Maintenance).

Fire Code Compliance

- If instances arise to where the district determines additional space will be needed the following will be used to determine if the additional space meets fire code compliance.
- Determine existing location occupancy and if a change of occupancy is required. Things such as rescue windows, accessibility (ADA), fire protection systems, emergency exits, voice alarm communication, ventilation requirements to name a few issues needing to be addressed.
- Fire safety report would need to be done and appropriate paperwork advanced to SED's Office of Facilities Planning for approval.

Doorways

- Stairwells and corridor doors are either fire doors or smoke doors but are equipped with automatic door hold open. These doors are typically held in the open position during the normal school day - this would reduce the number of surfaces that are touched during the day, while still providing fire protection.
- These doors may not be altered in their normal operational function, no wedges or other devices that would impede automatic closing when a pull station is activated.

Emergency Drills

Drill Requirements and Documentation

- There are two regulations currently competing against each other regarding drills:
- If you run an SED Fire drill in any month, it will also count as the IFC drill for that month. You do not need to do an IFC and SED drill each month. A total of 12 drills needed.
- International Fire Code requires 1 fire drill per month (this is per calendar year).
- Education Law requires: (6) Fire Drills September 1- December 30, (2) Fire drills January 1-June 30. $\frac{1}{2}$ of your evacuation drills must include secondary means of egress. Plus 4 lock-down drills.
- With the International Fire Code requirement (per Daryl from NYSED) it does not have to be the entire population involved in the drill AS LONG AS THE DATE AND EVACUATION TIMES ARE RECORDED.

Here is an example of how you could get this to work:

Month	Type of Drill	Groups Included	Requirements Met
January	Evacuation	Office staff before school	IFC
February	Evacuation	2nd shift custodians immediately after lunch	IFC
March	Evacuation	1st shift custodians at beginning of their shift before anyone else arrives	IFC
	Lockdown	Entire building	SED
April	Evacuation	Staff during April break	IFC
May	Evacuation with blocked exit	Entire building	IFC SED
June	Evacuation with blocked exit	Entire building	IFC SED
	Lockdown	Entire building	SED
July	Evacuation	Entire building	IFC SED – if there is summer school
August	Evacuation	Entire building	IFC SED – if there is summer school
September	Evacuation	Entire building	IFC SED
	Evacuation with blocked exit	Entire building	SED
	Evacuation Lockdown	Entire building	SED SED
October	Evacuation with blocked exit	Entire building	IFC SED
	Evacuation	Entire building	SED
November	Evacuation	Entire building	IFC SED
December	Evacuation	Custodians over Xmas break	IFC
	Lockdown	Entire building	SED

Inspections

- Visual inspections will be completed prior to December 31st, 2020 and submitted through the portal by March 1st 2021. For those districts who are in need of a Building Condition Survey - this will be completed by the timeline established by NYSED and will be submitted via the NYSED portal.

Lead Testing due to 2020

- Lead testing will be conducted prior to the required date of December 31st, 2020. The results will be placed in the HERDS system established by NYS Department of Health along with being placed on each district's website as required by law for public view.

Facilities

Standard Operating Procedure

Department: Custodial – Maintenance

Note - The following recommendations are subject to change and are not meant to supersede any regulatory agency.

As the state is gradually reopening and staff are returning in various stages, COVID-19 remains a concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district and all staff must adhere to the same judicious precautions of safety and hygiene for yourself and others as this pandemic continues to pose a threat to everyone. Remember that we are still in the midst of a pandemic, and everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Please also refer to the following documents for more guidance:

- General Practices
- Building considerations
- Cleaning
- General Office
- Nurse's
- Daily Screening
- Training
- Posters

Training Department Specific

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne Pathogen (BBP)
- Respirator Training (If required)
- COVID Awareness
 - > New cleaning Protocols
 - > Handwashing
 - > Face Covering (sizing, use, wear & care)
 - > Personal Health and Hygiene
 - > Respiratory Etiquette
 - > Special working conditions with face coverings (strenuous activity)

Personal Protective Equipment (PPE)

- Disposable gloves
- Face Covering
- Face Shield (if required)
- Respirator (SDS)
- Gown/Apron (if applicable)

Roles and Responsibilities

Supervisor

- Create weekly/bi-weekly plans per guidance.
- Inventory necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease.
- Conduct a facility walkthrough to ensure that the classrooms, offices, common spaces, and the exterior are ready for staff and students.

- Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and personal protective equipment.
- Provide ongoing communication and feedback to staff on a weekly basis.
- Participate in planning meetings as needed.

Cleaning & Maintenance Staff

- Maintain social distancing as much as possible.
- Wear cloth face coverings where other social distancing measures are difficult to maintain.
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor.
- Wear all required personal protective equipment (PPE) when cleaning and using chemicals.
- Follow U.S. CDS Guidelines for Cleaning and Disinfecting Your Facility.
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.

Facility Considerations

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

School Visitors

- Limit nonessential visitors to all school buildings, including district offices and transportation facilities.
- Visitors must follow the 6-foot social distancing mandate and follow regulations for wearing protective equipment to limit the spread of illness while on site.
- Screen before entry to the building
- Restrict outside usage of building (scouts, basketball ext.)

Waste and Laundering

Laundry for clothing (uniforms), towels, linens and other items.

- Cloth materials (e.g., linens, aprons, etc.) should be washed and dried on the highest temperature setting allowable for the fabric.
- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered household disinfectant.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.

Facilities

- Remove gloves and wash hands right away.

Cleaning/Disinfecting Protocols

General Cleaning

- Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques.
- Ensure safe and correct application of disinfectants and keep products away from children.
- Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC protocols and that all high touch surfaces are routinely cleaned/disinfected (document and define frequency).
- Clean surfaces using soap and water. Practice routine cleaning of frequently-touched surfaces.

General Disinfecting

- Clean the area or item with soap and water or another detergent if it is dirty. Then use disinfectant.
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product.
- Keep surfaces wet for the entire contact time (see product label).
- Precautions such as wearing proper PPE and making sure you have good ventilation during use of the product.
- Diluted bleach solutions may also be used if appropriate for the surface.
- Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection.
- Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation. Never mix bleach with ammonia or any other cleanser.
- Leave bleach solution on the surface for at least 1 minute.
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.

General Classrooms

- Teachers should be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies.
- Janitorial staff should be responsible for heavier cleaning and disinfecting within classrooms.
- Frequency of room cleaning should be greater than the regular cleaning schedule/rotation.



Nutrition



Nutrition

Nutrition Requirements

- District will provide all students enrolled in the SFA with access to school meals each school day. This must include:
 - > students in attendance at school; and
 - > students learning remotely.
- District will address all applicable health and safety guidelines.
- District will include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- District will include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- District will include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
- District will ensure compliance with Child Nutrition Program requirements.
- District will include protocols that describe communication with families through multiple means in the languages spoken by families.
- Students attending in-person school programs will be fed in their classrooms to ensure social distancing and safety guidelines. Classroom support staff will collect meals from cafeteria locations and deliver to individual classrooms.
- Students attending virtual or hybrid school programs will receive meals through their component school districts dependent upon that district's individual feeding plan.
- When Culinary Arts students prepare food to be consumed by themselves or staff, they will follow restaurant-specific protocol. Anyone eating at the technical center will follow the social distancing protocol of 6-feet apart or "take out" and eat at their desks.

Standard Operating Procedure

Department: Food Service/Kitchen with Students

Note - The following recommendations are subject to change and are not meant to supersede any regulatory agency.

As the state is gradually reopening and staff are returning in various stages, COVID-19 remains a concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district and all staff must adhere to the same judicious precautions of safety and hygiene for yourself and others as this pandemic continues to pose a threat to everyone. Remember that we are still in the midst of a pandemic, and everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Please also refer to the following documents for more guidance:

- General Practices
- Cleaning
- SOP - General Office
- SOP - Kitchen with Students
- Daily Screening and Returning to Work
- Training
- Posters
- Building considerations

- Special considerations
- NYS Forward Plan

Training Department Specific

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne Pathogen (BBP)
- Respirator Training (If required)
- COVID Awareness
 - > New cleaning Protocols
 - > Handwashing
 - > Face Covering (sizing, use, wear & care)
 - > Personal Health and Hygiene
 - > Respiratory Etiquette
 - > Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE)

- Gloves
- Face Covering/Mask
- Face Shield (if applicable)

Face coverings/masks, gloves, and hand sanitizer are available for you to use while you are in the building. Use and dispose of personal protective equipment (PPE) properly.

If you find that gloves, sanitizer, or face coverings/masks are not available, please alert your direct supervisor or administrator immediately.

Roles and Responsibilities

Supervisor

- Create weekly/bi-weekly plans per guidance.
- Inventory necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease.
- Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and personal protective equipment.
- Provide ongoing communication to staff and feedback to staff on a weekly basis.
- Participate in planning meetings as needed.

Food Service Staff - JL BOCES doesn't have a school cafeteria but is providing guidance to districts through our plan

- Maintain social distancing as much as possible.
- Wear cloth face coverings at all times unless the employee is not in the food preparation area or in the serving area.
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor.
- Wear all required personal protective equipment (PPE) when cleaning and using chemicals.
- Follow U.S. CDC Guidelines for Cleaning and Disinfecting Your Facility

Nutrition

- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.

Procedures for Kitchen Areas and Cafeterias

Communication

- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

Physical/Social Distancing in a kitchen/cafeteria setting

- If Social distancing practices are required/recommended, work with Administration & Security to establish areas on campus where social distancing will be most effective and use only Facility Department authorized products to provide visual cues for spacing.
- Try to distance tables so that one table is at least 6 feet from another table.
- If tables cannot be moved, consider putting signage on every other table, marking them as "PHYSICAL DISTANCE TABLE" or "RESERVED FOR YOUR SAFETY". Consider compliant partitions (at least 5 feet tall) between tables as an alternative.
- Avoid student mixing outside of the classroom.
 - > Lunch in class rather than in the lunchroom (consider larger garbage receptacles for classrooms).
 - > Explore the use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If alternate spaces are not available, ensure classroom groups sit together in lunchrooms.
- Suspending use of common areas.
- If common areas cannot be closed, consider segregating students within common areas.

Facility Considerations

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) to children using the facility.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- At BTC looking at integrating bottle filling stations in the existing capital project.

Cafeteria

- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, wipes, and no-touch trash cans throughout the area.
- Ensure adequate PPE is available: If reusable face masks & gloves are used, ensure staff are trained in proper sizing, fitting, use and decontamination procedures. Determine what equipment is shared for all areas of operations to develop disinfection protocols.
- Determine any new cleaning products/protocols and decide how many times per day high touch areas will be disinfected (and the product to use).

- Close communal use spaces such as cafeterias if possible.
- Shorten and/or stagger meal times.
- Ensure adequate cleaning and disinfection of tables between each use.
- Consider alternate locations (i.e., classrooms) for eating breakfast and lunch.
- If a cafeteria or group dining room is typically used, serve meals in classrooms instead. If eating in classrooms, ensure daily cleaning of those classrooms.
- Serve individually plated meals and hold activities in separate classrooms.
- If alternate spaces are not available, ensure classroom groups sit together in the cafeteria.
- Avoid sharing of foods and utensils.
- Provide reminders about the importance of not sharing utensils, food or drinks.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal.
- Restrict access to vending machines.

Food Preparation Areas and Contact Surfaces

- If possible, minimize shared workspaces.
- Consider dedicating employees to certain tasks, at separate workstations, for the task duration.
- Place adhesive floor mats at entrances and at the entrances of food preparation areas.
- Cover any exposed clean silverware, dishes, glasses, pots and pans.
- Provide silverware wrapped or covered at the table.
- Consider providing pre-packaged condiments.
- Use disposable napkins and tablecloths wherever possible.
 - > Only use cloth tablecloths if they are changed for each use and properly laundered after each use.

Waste and Laundering

Single-use items and used disinfection materials can be treated as regular waste, following food safety guidelines.

Laundry for clothing, towels, linens and other items

- Cloth materials (e.g., linens, aprons, etc.) should be washed and dried on the highest temperature setting allowable for the fabric.
- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered household disinfectant.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves and wash hands right away.

Nutrition

Things to also consider to further minimize exposure

- Prevent people from self-serving food items.
- Napkins and silverware are provided directly by staff, not for individuals to grab.
- Disposable trays and silverware, not using reusable utensils.
- Engineering controls such as sneeze guards are in place in the cafeteria.
- Require students to eat with classmates in the lunchroom and not mingle with other classes.
- Plan to serve high-risk students separately from other students.
- Put tape marks on the floor six feet apart to promote social distancing while waiting in line.
- Prohibit or limit food-sharing activities.
- Faculty dining – discontinue sharing of small appliances.
- Discontinue pot lucks and food sharing.
- Re-evaluate and possibly suspend the food recycling/composting program.
- Install shields at register and in the serving line to protect the cashier.
- Remove shared small appliances for students in cafeterias.
- No shared condiments.
- Label bagged lunches.
- Food delivery on carts to classrooms.
- Continue to use adequate PPE use while delivering food.
- Determine the method of food distribution - self serve or staff delivery.
- Consider not using cash for purchases.
- Consider discontinuing the use of drinking fountains by providing disposable cups and identifying other, safe and approved, water sources.

Cleaning/Disinfecting Protocols

General Cleaning

- Review cleaning protocols for cafeteria furniture, meal preparation and serving areas, point-of-sale transactions and dishes/utensils and update accordingly.
- Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques.
- Ensure safe and correct application of disinfectants and keep products away from children.
- Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC protocols and that all high touch surfaces are routinely cleaned/disinfected (document and define frequency). Responsible Parties must ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Responsible Parties must maintain logs that include the date, time, and scope of cleaning and disinfection.
- Clean surfaces using a cleaner or soap and water. Practice routine cleaning of frequently-touched surfaces.

General Disinfecting

- Clean the area or item with soap and water or another detergent. Replace the cleaning agent frequently. Then, use disinfectant.

- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - > Keep surfaces wet for the entire contact time (see product label).
 - > Precautions such as wearing proper PPE and making sure you have good ventilation during use of the product.
 - > Diluted bleach solutions may also be used if appropriate for the surface.
 - > Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening, may not be suitable for disinfection.
 - > Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation. Never mix bleach with ammonia or any other cleanser.
 - > Leave bleach solution on the surface for at least 1 minute.
 - > Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.

Cleaning Daily Cafeteria/Kitchens

- Clean and disinfect lunch tables regularly (at least once daily).
- Clean and disinfect all food preparation areas (at least once daily).
- Clean and disinfect high touch surfaces:
 - > Handles on equipment (faucets, ovens, mixers)
 - > Drinking fountains
 - > Ice machines
 - > Door handles and push plates
 - > Light switches.
 - > Shared equipment (telephone, desktops, cash register, computer keyboards and mice). Please make sure appropriate cleaning methods and products are used for these types of equipment.
 - > All trash receptacles emptied and trash removed from the area.
- Floors fully mopped.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Clean/Disinfect sink and toilet area if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (as necessary).

Electronics

- Place wipeable covers on electronics.
- Follow manufacturer's instructions for cleaning and disinfecting. If there is no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol.
- Dry surface thoroughly.

Nutrition

Enhanced Cleaning Practices

- Establish a disinfection routine
 - > Ensure disinfection protocols follow product instructions for application and contact time.
 - > Consider establishing a single staff position whose responsibility is to disinfect. This person should be continuously cleaning and visible.
 - > Each table, chairs (as possible), and partitions should be disinfected after each use.
 - > Clean HVAC intakes daily.
 - > Use a checklist or audit system to track how often cleaning is conducted.
- Apron, towels, work clothing, etc. should be placed in trash bags and treated as potentially contaminated and laundered per recommendations above.

Feeding in Schools

Purpose: This procedure is to establish guidelines for student behavior as well as modifications to serving methods while providing food service during stages of students returning to school from a public health emergency.

Scope: This procedure applies to all Central School Food Management Programs.

Responsibilities:

Foodservice Directors

- Share this procedure and subsequent revisions with district food service staff
- Organize staff
- Coordinate with partners/administrators
- Order supplies
- Other operations

School District Administration:

- Provide direction to foodservice on the lunchtimes, who and how many in each lunch period.
- Provide funding in the event school meals programs do not permit it.
- Facilitate/Coordinate staff to facilitate the process. Custodians, lunch monitors and/or teacher aides shifting duties to help in the overall feeding process.
- Allow time for modified lunch services to operate.

Implementation Timeline:

- Various depending on stage.

Procedure:

Adjust operations accordingly based on guidance from your district. Operations will be based on what Step you are guided to work within. Steps 1-4 are listed below.

Supplies needed may vary depending on what Step you are operating in. Also, additional supplies may need to be ordered to accommodate alternative services, needs and requests that come up based on the direction of the district.

NYSED Approval- Requests and waivers may be necessary to allow school feeding style service, grab and go service and various locations. A review of NYSED Child Nutrition guidelines and available waivers will be necessary.

A list of employees willing/able to work is identified. Have a list of the job tasks/duties they will need to do during their time at work. Have them go through the trainings offered by NYSED and any additional training deemed necessary.

Level 1- Students are not attending school

- Feed students based on the feeding procedures/systems available.
- If staggered attendance or high risk students are attending school in person, it may be necessary to provide meals in this manner while also providing one of the levels below, if NYSED permits.

Level 2 – Classroom Dining

- Students will dine in the classroom by picking up plated or limited touch items.
- Efforts will be taken in the cafeteria serving line to significantly limit access to surfaces.
- Pre-ordering would be strongly encouraged to limit the time needed for each group to go through the serving line.
- No Cash exchange at the register. Highly encourage the use of the online school payment system. Cash or check can be sent down to the cafeteria by the students teacher.

District to provide in Level 2

- Masks worn by all staff.
- Plexi- Glass (or State approved product) installed at registers.
- Tape marks on the floor will be used throughout the lunch line from entrance to exit.
- Communication posters will be placed in hallways that border the cafeteria serving lines. These posters will contain the most recent standards in regards to keeping everyone safe from COVID-19.
- Hand Sanitizing stations will be in place at the entrances and exits of each lunch line and in the cafeterias.

Cafeteria Team to enact in Level 2:

- Eliminate utensils for self-selection by portioning all fruits, vegetables and other foods as possible.
- Limited food will be put out for each group (example if a classroom ordered 15 orders, only 15 fruits or etc would be put out).
- Limited Ala- Carte snacks will be put out to encourage students to only touch what they take.
- No Pin Pad- Students will verbally tell the cashier their name.
- Disposable trays and silverware.
- All condiments will be PC's – Cashiers and or servers will place items on students trays to avoid touching.
- Wipe down and sanitize frequently all touched services.
- Wash hands and change gloves frequently.

Level 3- Self Selection returns along with some cafeteria seating

District to provide in Level 3:

- Follow same procedure in step 2

Cafeteria Team to enact Level 3:

- Self-selection and shared surface touching can return by limiting intervals.
- Limited number of food sides and serve yourself entrees will be displayed on the line.
- Self-serve utensils will be replaced after each serving period with freshly washed utensils.
- Pin Pads can be used for Student Id numbers, however they will be covered with plastic wrap and changed and or sanitized after each service.

Nutrition

Level 4- Group dining can return with continued student behavior changes

District to provide in level 4

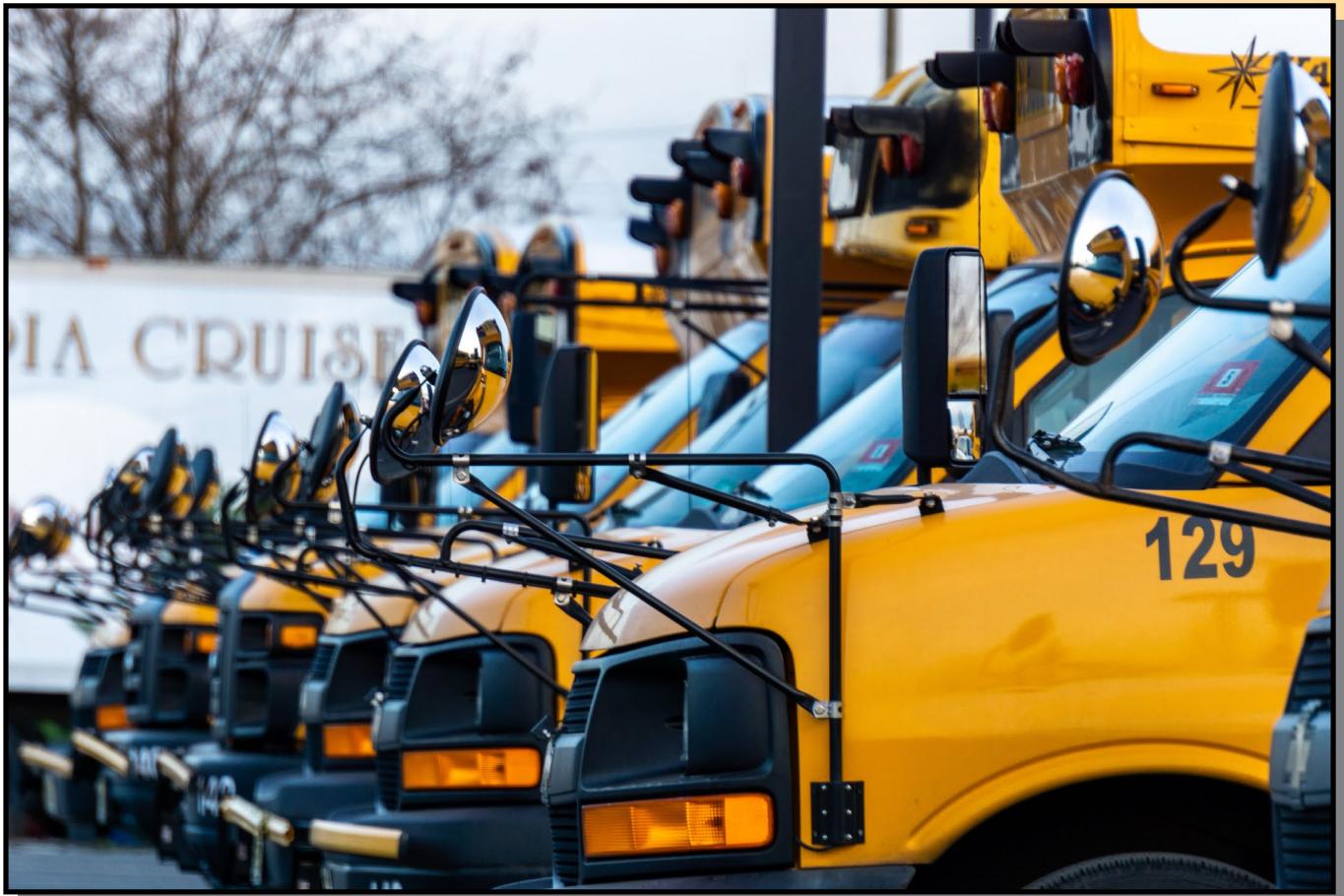
- Communication to students and staff on best practices to prevent the spread of COVID-19.
- Hand Sanitizing stations at entrance and exits of each lunch line/ cafeteria.
- Accommodations for at risk students.

Cafeteria team to enact in level 4

- Self-selection and shared surface touching remains as stated in level 3.
- Use reusable trays for students eating in the cafeteria.
- Cash/Check may be provided at the cash register.
- Normal food service sanitizing practices after each group goes through.



Transportation



Transportation Reopening Guidance

The JL BOCES doesn't transport students to our program as that is a responsibility of the districts, we have provided this guidance for districts' use and we also provide bus driver training for districts.

Communication

- LEAs should emphasize to parents and students prior to reopening schools that the LEA has thoroughly disinfected all buses and student transportation vehicles. Parents will want to know more about what you have done in the 'down-time' to ensure the cleanliness and readiness of the school buses on which their children will be riding. LEA to 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 LEA 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 of 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).

Roles and Responsibilities

Supervisor

- Ensure employees are equipped with proper Personal Protective Equipment (PPE) and protective measures to keep them safe.
- Be sure employees maintain annual training requirements. Update employees on new policies and/or procedures adopted during COVID-19 pandemic.
- Work with the administrative team to develop policies for social distancing, density reduction, bus capacity, routing issues, cleaning and disinfection.
- Enforce new policies.
- Inventory and order PPE with sufficient lead time for use when schools open. Shortages are anticipated.
- Provide access to mental health resources for transportation staff in crisis or under stress.
- Review employee medical records (19a files) and accommodate (if feasible) employees with underlying medical conditions.
- Regularly inspect buses and other transportation vehicles for cleanliness (document all cleanings/inspections via trackable log).
- Develop a self-screening program for staff before coming to work. Develop a way to keep track of the people that are conducting self-screening, daily.
- Be prepared to have a lack of drivers and to have anticipated absences. Have a protocol established in advance to address these absences.
- Provide ongoing communication and feedback to staff on a regular basis.

Employees

- Self-screen before coming to work. Do not come to work if you are sick.
- Maintain social distancing as much as possible.

- Wear gloves whenever having direct contact with child
- Wear appropriate face covering when other social distancing measures are difficult to maintain.
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor.
- Wear all required personal protective equipment (PPE) when cleaning and using chemicals.
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol (not allowed on a school bus at this time). At the first opportunity use soap and water to clean hands.

Training (Office Personnel, Drivers, Mechanics, Aides)

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne 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)

PPE

- Disposable gloves
- Face Covering
- Face Shield
- Gown/Apron (if applicable)

Density Reduction, Social Distancing, Bus Capacity

- 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-foot distances in aisles.
- Students who are able will be required to wear masks and social distance on the bus.
- 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.
- Sneeze guards to protect the driver & children (must be approved by NYSDOT prior to installation).
- Make the seat behind the driver off limits and designate it as such.
- 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 the school bus.
- Provide additional adult supervision (attendants/monitors) on buses to manage social distancing. Before attendants/monitors assume their duties on a school bus, he/she must pass a physical performance test and receive three hours of pre-service instruction.

Transportation

- Students shall wear face masks (if required) while in transit when social distancing is not possible.
- Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

Routing

- Develop 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, others 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 request (childcare, custody arrangements).
 - > If possible, mirror AM and PM routes, so bus riders are the same group each day.
 - > Consider creative means of district routing, municipal contracts, piggybacking contracts, parent contracts or public transportation.

Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, on to school trips, last off sit in the back on take home trips.
- Dismissal times can be staggered to best suit district needs and to promote social distancing.
- Adjustments shall be made to allow buses to unload immediately upon arrival to minimize riding time as much as possible.
 - > This may require changes at school, for unloading and entry, and loading and departure.
 - > Route timing will be affected by delayed loading/unloading processes.
 - > All bus routes should not load/unload at the same time to maximize social distancing of students.
 - > Arrival and departure activities shall be supervised to ensure social distancing.
- Consider adding bus routes to reduce load levels on buses.
- Consider retaining buses scheduled for replacement in the short term until actual student ridership is determined.
- Consider short term bus leasing as an option until actual bus inventory needs are determined.

BOCES:

For students that are transported to BOCES, will be provided with the logs as requested.

Cleaning and Disinfecting

Refer to “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
- Sneeze guards if applicable and approved by DOT
- Determine who will be responsible for daily cleaning and disinfection procedures
- Custodial Maintenance
- Drivers
- Bus Mechanics
- Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect.
- Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on during route operation.
- Prohibit eating and drinking on the bus.
- Follow up with frequent inspections to be sure cleaning/disinfecting protocols are followed on district owned and contracted buses.
- Document and submit all cleanings/inspections. (via trackable log)

Special Education Considerations

- Make sure that none of the practices/protocols employed are interfering with the students' IEP or 504 plan.
- Collaborate with special education staff to determine best practices for face mask use, social distancing, and other safety considerations.
- Consider alternate schedules and transport vehicles for medically fragile children.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Increase training for bus aide staff to manage issues that arise on a bus transporting student(s) with special needs. Before attendants/monitors assume their duties on a school bus, he/she must pass a physical performance test and receive three hours of pre-service instruction.

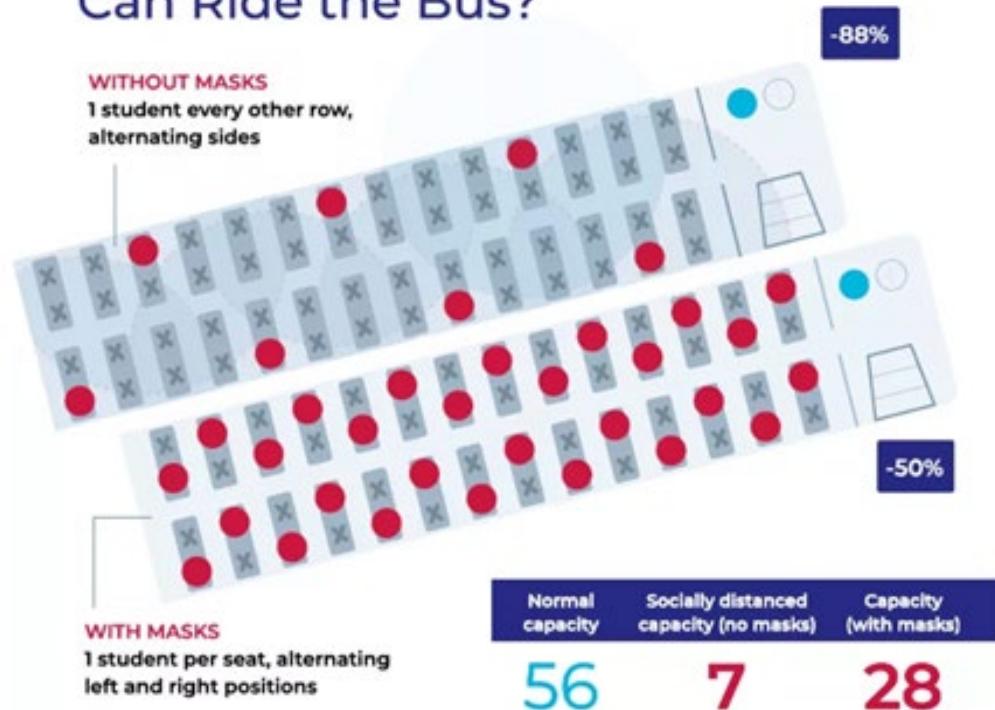
Transportation Operation Center

- Provide appropriate PPE and cleaning supplies to office and garage workers.
 - > Face masks

Transportation

- > Gloves
- > Face shields
- Provide hand sanitizer of at least 60% alcohol (not allowed on a school bus at this time).
- Provide appropriate training for staff.
- Develop density reduction protocols to maximize social distancing in the bus garage, office, and dispatch areas.
 - > Eliminate lounge areas.
 - > Create one-way walkways.
 - > Appointments required to see management/office staff.
 - > Eliminate gathering at dispatch area.
- Cross train staff to provide coverage in the event of absenteeism. Before attendants/monitors assume their duties on a school bus, he/she must pass a physical performance test and receive three hours of pre-service instruction.
- Staff must:
 - > Self-screen and follow supervisor notification policy before coming to work.
 - > Have face covering on them at all times and wear it when social distancing is unattainable.
- Limit non-essential visitors to transportation operations centers.

How Many Students Can Ride the Bus?

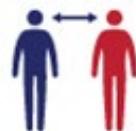


SOURCE: National Council on School Facilities and Cooperative Strategies



HOW WE GO BACK TO SCHOOL

Guidance for Social Distancing on School Buses



SAFETY MEASURES

- Provide hand sanitizer when entering the bus and during the ride
- Install Plexiglass barrier around driver's seat
- Disinfect all interior surfaces between routes
- Open windows and use fan to circulate fresh air
- Assign attendant to enforce social distancing during ride

SEATING

- With masks, one student per seat, alternating left and right positions
- Without masks, one student seated every other row, alternating sides
- Siblings may sit together to increase capacity
- Mark seats with tape to show students where to sit

CONTACT TRACING

- Keep passenger logs to enable contact tracing if someone tests positive for COVID-19
- Assign a single driver to the same bus and same routes to minimize groups of people mingling.

16 million public school students ride a school bus, which puts about **480,000 buses** on the road every day.

Image and icons: Getty

EducationWeek

Normal capacity	Socially distanced capacity (no masks)	Capacity (with masks)
56	7	28

56

7

28

Transportation



Social-Emotional Well-Being



Social-Emotional Well-Being

Social Emotional Learning (SEL) is critical as we re-engage students, support adults, rebuild relationships, and create a foundation for academic learning. The LEA will clearly and consistently communicate to staff, students, families and the community that social emotional well-being and learning are our priority.

Teaching strategies should take into account the students' potential for having Adverse Childhood Experiences (ACES), which may affect their ability to learn, socially interact, and grow. These strategies, employed across all school environments, provide students with consistent, safe environments where healing and growth can occur within the school setting.

Adopting a trauma-sensitive approach is not accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement.

Consider developing parameters and expectations to be communicated with all educators to ensure a learning environment is maintained in which all students feel the power to speak and one in which they are respected. The LEA will devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness. Additionally, the LEA will Review and Update the Comprehensive School Counseling Plan with assistance of an advisory committee of parents, students, members of the BOE, building and district leaders, school counselors, psychologists and social workers which addresses how the LEA will provide resources and professional development opportunities for faculty and staff.

A. Social Emotional Learning and Mental Health

1. Students

- a. Identify where SEL efforts have been impactful and where more support is needed.
 - 1) Review whether the strategies taken during school closures to promote SEL have been effective in supporting and engaging students.
 - 2) Determine which students and families have received individual outreach from staff, who has engaged in remote learning, and what barriers have prevented others from engaging.
 - 3) Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs. Establish the vision of making sure all students have at least 1 caring staff member checking in on them.
- b. Plan to support social-emotional learning; schools will need to be attentive to learners' mental health and social-emotional needs, as learners may cope with grief and loss, poverty, racial injustice and other traumas from before and during the pandemic.
- c. Before school resumes, school administrators, teachers and mental health practitioners (school counselors, school psychologists and/or school social workers) should meet to determine students who might be at risk for needing mental health support. These same professionals should review and consider implications of School Reentry Guidance at www.nasponline.org (national association for school psychologists).
- d. Plan a process to onboard students and establish the classroom environment through emphasizing relationships with students and parents and setting routines.
- e. Create emotionally and physically safe, supportive and engaging learning environments that promote students' social and emotional development.

- f. A multi-tiered system of support for mental health should be used to determine the level of support students need based on their unique crisis experiences, ability to identify their own positive coping strategies and ability to adjust to a “new normal.”
- g. School counselors should be mindful of district guidance regarding approved virtual distance learning platforms.
- h. Develop a schedule that provides specific times for support staff to link with all grade levels, staff, students, and families.
- i. Consider implementing restorative practices as an alternative to traditional discipline measures. The building of community, meaningful relationships and shared values encouraged by this approach can be helpful in reducing disciplinary disparities and negative outcomes and offers students the opportunity to learn from their mistakes.

2. Adults

- a. Design opportunities for adults to connect, heal and cultivate their own SEL competencies and capacity.
- b. Provide resources for staff self-care.
- c. Ensure those in leadership roles have capacity to support the mental health and social-emotional well-being of staff who are also experiencing crisis in stressed communities and/or personal lives.
- d. Identify which staff have felt comfortable with SEL distance learning strategies and those who may require additional support.
- e. When planning for instruction, consider how the curriculum and instruction used will support students with social-emotional well-being and build in structures that promote a safe and equitable learning environment for all students.
 - 1) Consider planning for weekly or daily opportunities for social-emotional instruction for all students PK-12 embedded in or outside disciplinary instructional time.
 - 2) Include instructional and assessment practices that allow students to share their thinking with peers or teachers.
 - 3) Develop supportive classroom environments, including developing procedures and protocols to ensure students’ social-emotional and physical health and safety.

B. Trauma

1. Understand that some students and staff may be grieving or have experienced trauma.
2. Identify signs of trauma and mental health concerns, and support grieving students.
3. Ensure access to mental health and trauma supports for adults. Some adults in the building may be struggling with mental health issues, trauma, secondary traumatic stress, or “compassion fatigue.” Look for signs that adults might need more support and identify available resources.
4. Plan for school-wide trauma-informed practices.

C. Trauma-Sensitive Teaching Strategies:

1. Create an emotionally and academically safe classroom and school environment.
2. Avoid taking student behavior personally. Students who have experienced trauma are not always in control of their reactions.

Social-Emotional Well-Being

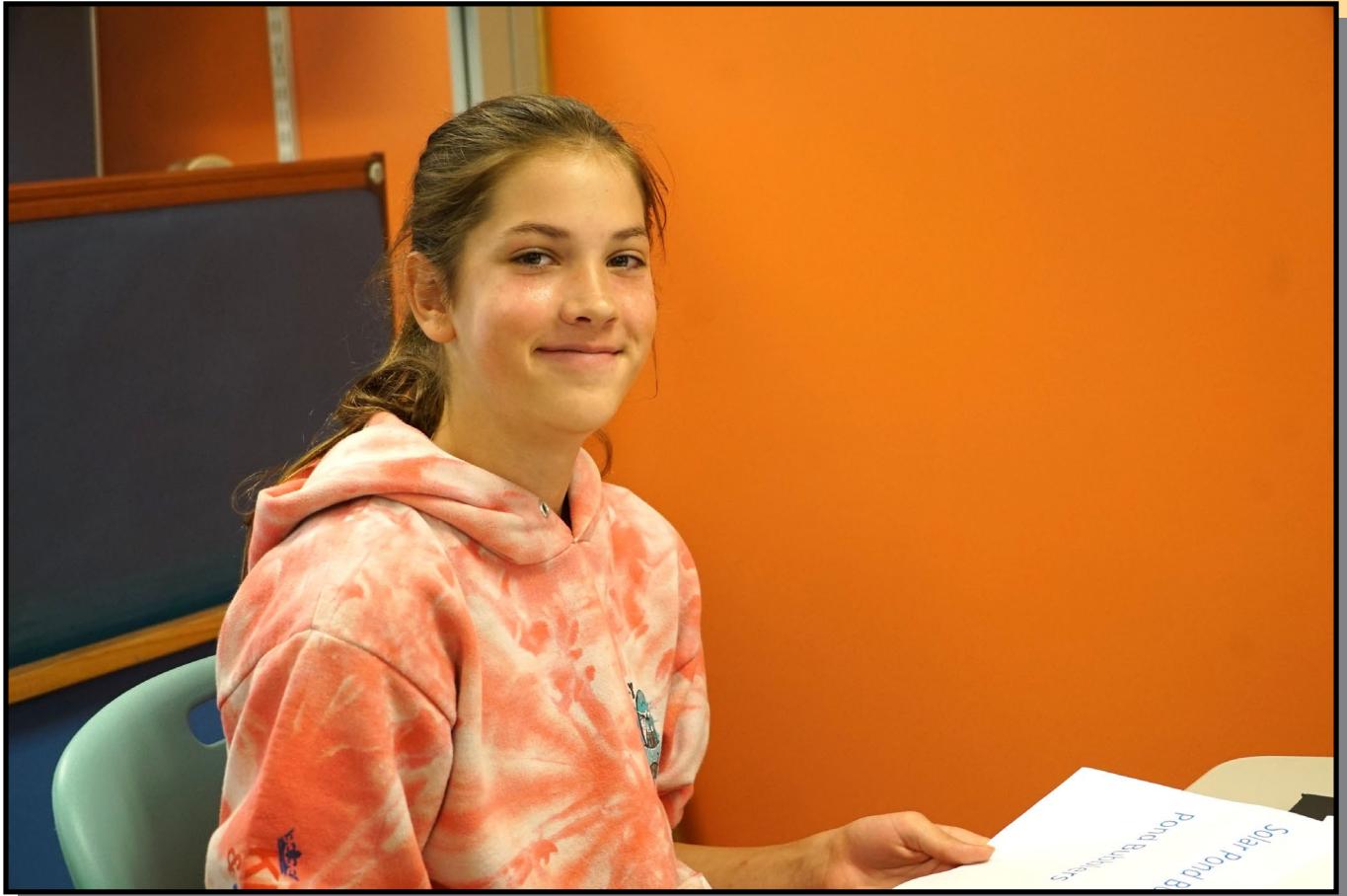
3. Consciously employ relationship building and interaction strategies with students.
4. Implement consistent and predictable classroom routines.
5. Teach students to use cognitive distractions or thought breaks to re-channel negative thinking.
6. Provide students with specific, supportive feedback on behaviors.
7. Create “islands of competence” for students to reinforce what they do well.
8. Assume all students are in need of support and connect with students/families.
9. Communicate in the language of the family.
10. Ensure equitable access to resources for all students and families.
11. Provide instructional support to parents for virtual learning.
12. Encourage consistent and routine virtual learning practices at home.
13. Allow for individualization in work completion.

D. Professional Development

1. Provide continuing support to students and adults to address their immediate and long-term physical, psychological, and social and emotional needs.
2. School staff should receive training on:
 - a. the signs of trauma and how to utilize trauma-informed practices
 - b. the signs of depression and anxiety
 - c. trauma-informed instruction
 - d. cyberbullying and expectations of netiquette
 - e. embedding SEL into lessons
 - f. Restorative practices with an integration of SEL core competencies and trauma-informed practices as they apply to this approach.



School Schedules



School Schedules

School Schedules

Coordination with and among sending districts is essential. For all learning scenarios to be effective for BOCES students, coherent daily scheduling of students by cohort when available is key. The schedules for our CTE along with our Program for Exceptional Students (PES) schedules will evolve as districts schedules solidify, after the Governor's update the first week in August.

For in-person or blended scenarios, CTE administration will coordinate bus schedules for each technical center with districts, accepting and dismissing one bus at a time in order to reduce crowded hallways. We will use multiple drop zones where possible.

CTE administration will work with districts to align student schedules.

As much as possible, CTE students will be kept in cohort groups and not relocated to various rooms during the day. Academic integration teachers and SPED Consultant teachers will come to them, rather than pull them out for instruction or services.

Students receiving in-person special (PES) and alternative education instruction will be educated in cohort groups and will remain within their assigned classrooms throughout the school day. Teachers and related service providers will be scheduled in order to provide services to students within their classrooms. As necessary, in order to be cognizant of social distancing and safety guidelines, related services and specialized instruction may continue to be offered through virtual means to the classroom with students receiving support from classroom staff. Students receiving virtual or hybrid instruction will be provided a learning schedule that includes allotted times for all required services as well as recommended times for additional study. These schedules will be developed collaboratively with parents and caregivers, and teachers and related service providers will utilize these schedules to track attendance and participation.



Budget & Fiscal



Budget & Fiscal

The COVID-19 pandemic has created a variety of fiscal challenges related to the delivery of instruction and related services to students. Readying facilities, purchasing supplies, and transporting and feeding students will look drastically different in the upcoming school year than in past years. State revenues have also declined precipitously, and schools are being cautioned to prepare for cuts to their projected state aid revenues under the 2020-21 enacted state budget. It's important to note that all existing state aid reporting requirements and deadlines must be maintained.

FISCAL PREPAREDNESS:

Policy and funding considerations include:

- Purchasing & Cooperative bids: Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES will need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services. The BOCES will collaborate with Districts and other BOCES, where possible, to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium. Each BOCES department is also strongly encouraged to participate in the use of cooperative contracts available from the State of New York, County Cooperative Contracts, and Cooperative Purchasing services through St. Lawrence-Lewis BOCES to procure technology and connectivity services.

> The Office of General Services (OGS) outlines the procedures at the link below:

Procurement for School Districts:

<https://ogs.ny.gov/procurement/procurement-school-districts>

Preferred Sources:

<https://ogs.ny.gov/procurement/preferred-sources>

State Contracts

> **Medical and Laboratory Supplies and Equipment**

<https://online.ogs.ny.gov/purchase/spg/awards/1200023154CAN.HTM>

> **Walk-In Building Supplies**

<https://online.ogs.ny.gov/purchase/spg/awards/3180023084CAN.HTM>

> **Green Cleaning Products**

<https://greencleaning.ny.gov/Entry.asp>

> The following is contact information for the St. Lawrence-Lewis BOCES cooperative purchasing office:

- Amy Pastuf 315-779-7390, amy.pastuf@sllboces.org

- Leanne Lawrence, leanne.lawrence@sllboces.org

- BOCES Bid for Medical/Health Supplies:

<https://4.files.edl.io/4e99/04/16/20/115441-57503bb1-2dd5-4a67-91b3-641f51d04fa8.pdf>

- BOCES Bid for Custodial Supplies:

<https://4.files.edl.io/fd6e/03/26/20/115701-a997db23-c8d9-478d-b898-6f163cd6bed2.pdf>

- Use of Reserve Accounts, Transfers, and Cash flow – To the greatest extent possible, the BOCES should consider making expenditures from various accounts or inflated budgeted line items to meet unanticipated costs and to manage their cash flow. The BOCES may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. The BOCES is mindful that certain budget actions require the Board of Education and/or State Agency approval.

> http://www.p12.nysesd.gov/mgtserv/accounting/docs/reserve_funds.pdf

> <https://www.osc.state.ny.us/sites/default/files/local-government/documents/pdf/2019-01/reservefunds.pdf>



Attendance and Chronic Absenteeism



Attendance and Chronic Absenteeism

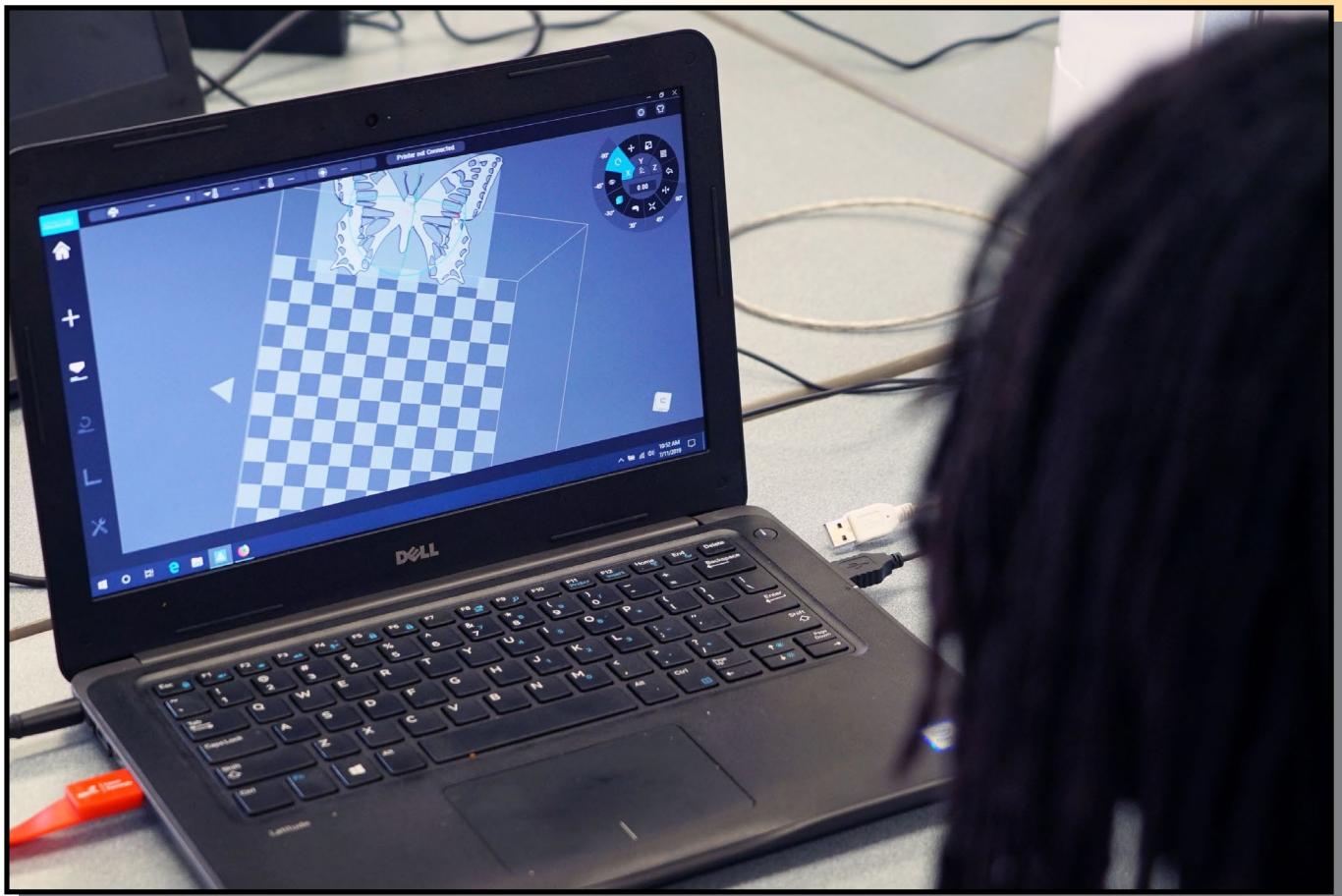
Attendance for students receiving in-person will be tracked and monitored by teachers and related service providers using the designated student management system. Attendance and participation concerns will be reported to the immediate supervisor who will collaborate with school district pupil support as well as BOCES school social workers to assist parents and caregivers in improving student attendance. If additional barriers should arise for families, BOCES will refer to community service agencies to seek support and assistance and collaborate with those agencies to develop support plans.

Attendance for students participating in virtual or hybrid instruction will be tracked and monitored by teachers and related service providers using the designated student management system as well as through online learning management systems. Teachers and related service providers will collaborate with parents and caregivers to review instructional schedules and adjust as necessary to ensure daily student attendance and participation. Attendance and participation concerns will be reported to the immediate supervisor who will collaborate with school district pupil support as well as BOCES school social workers to assist parents and caregivers in improving student attendance. If additional barriers should arise for families, BOCES will refer to community service agencies to seek support and assistance and collaborate with those agencies to develop support plans.

Students designated for in-person instruction who are identified as having a health concern will be reviewed for appropriateness of programming. Students with medical conditions as documented by a health professional who cannot attend in-person school programming safely will be transitioned to virtual instruction. BOCES will collaborate with the student's home school district and parents/caregivers to develop the learning schedule for these students, taking into consideration any additional accommodations that may be necessary as a result of the medical condition. If the student is identified as a student with a disability, the Committee on Special Education will meet to review the students Individual Education Plan to amend as necessary.



Technology & Connectivity



Technology & Connectivity

A. Devices and Connectivity: The first step toward equity is providing, as much as possible, the technology and connectivity to students and families.

- Distribute devices such as Chrome-books, laptops, and related technology resources to those who need it with simple directions and access to technology workshops for students and parents. Devices that require the internet should be used where applicable and devices that can work offline should be used for students with low or no bandwidth.
- Considering repurposing laptop carts as 1:1 devices for students to use both in school and at home. This will decrease cleaning requirements and provide the student with the consistency in how they interact with instructional content.
- Ensure affordable broadband WIFI connectivity and internet access to staff, students and families who require support in accessing them. Plan for students that may be required to stay with other care providers in the event of a quarantine.
- Commit to achieving some level of equity, ensuring that every student has a support network and personal contact with teachers regardless of their access to technology.
- Reinforce this sense of contact and connectivity by making weekly or more frequent contact with every learner via phone calls, emails, letters, and either individual, small-group or even whole-class video conferencing meetings.
- Consider multi-year purchases of devices for replacement purposes and to ensure equity and access.

B. Procedures for Device Handling: Listed are considerations involving technology that has been loaned to students and/or staff that is being returned; or has been returned and is in need of repair and a replacement device; or this device must be sent back out for use.

If possible, always send an alternative device out as a replacement. This helps avoid having to touch something while it could still be considered contaminated.

- How will School district devices be returned to IT?
 - > Consider a drive through style drop off - device is placed in bins upon return.
 - > If handling the devices consideration should be made to wear gloves and face coverings while collecting the units.
 - > If the device needs to be serviced or not needed, keep it stored for 3-4 days. It should remain untouched in the bin to allow any virus that could potentially be on the device to die.
 - > Person coordinating drop off should maintain social distancing – use their own pen and clipboard.
 - > Determine how each device will be identified and all parts accounted for (did they turn in all cords, was the device turned in damaged, who was assigned this device).
- Once device is received how should it be cleaned/decontaminated
 - > Wear gloves, face covering, and face shield when handling devices.
 - > When possible leave all returned devices for a period of 3-4 days to allow any live virus to die.
 - > If you are able to do this, then the device can be cleaned/repaired and put back into service as normal.
 - > Maintain a “clean” and dirty pile - it is best to visibly mark the piles so there is no confusion.
 - > If a device must be repaired and returned to the field - consider this device as potentially contaminated.

- Wear gloves, face covering, and face shield when handling the device
 - With the device Powered DOWN use a damp cloth to clean any visible dirt and grime from the screen and keyboard
 - After the device has been cleaned – use a damp Clorox wipe, or 70% alcohol solution on a damp, lint free cloth to wipe the device and keys allow this to air dry before working on the device.
 - DO NOT SPRAY ANY AEROSOLS on the screen or keyboard
 - When “handing off” the device, do so in a manner that keeps social distancing. – Put the device down, walk 6 ft. away and have the user retrieve the device
- What to Avoid
 - > Sharing of devices
 - > If sharing of devices is unavoidable there are safety precautions that must be taken into consideration:
 - Availability of disinfecting wipes/alcohol or cleaning cloths.
 - Training of other staff to assist in the cleaning/wiping of devices.
 - Use covers or plastic over the keyboard that can be changed in between users.

C. Expectations: Given the disruption in students' and staff members' lives, the expectations for learning and connection must be reasonable.

- If virtual learning continues as part of the reopening process, don't expect teachers to replicate the classroom or expect students to complete all the work that would have been accomplished if they were in school.
- Recognize and reinforce that remote teaching, particularly online learning, takes teachers much more time to prepare for and facilitate than teaching in the regular classroom. When possible use a single instructional platform that allows students to interact with content in the same way regardless of being in the classroom or remote. This will decrease the workload on teachers by limiting the number of instructional delivery modalities to a single platform.
- JL BOCES CTE will form a committee to explore standardization around one learning management system.
- Acknowledge the limits of what students might be able to accomplish in a more limited amount of time and set reasonable learning targets to reduce student anxiety and apprehension.
- Give students time and support in this new blended learning environment to help them function in a meaningful and productive way so they can be proud of what they are able to do.

D. Scheduling and Collaborative Support: It is essential that students experience a sense of routine aligned with their in-school experience.

- Provide a schedule of when teachers will be available or when online learning will occur to bring a sense of order to students' and their families' day.
- Consider other programs students may be involved in when building schedules and collaborate with the other organizers to leverage shared technology and schedules that work for the students. This would include any special services students need that may require a “tela” version of that service and or out of district programs such as BOCES CTE programs.
- Provide a schedule for teachers to be available online for office hours to provide parents and students an opportunity for individual support.

Technology & Connectivity

- In a blended or virtual learning environment, consider having elementary teachers whose students have access to technology and connectivity host daily virtual morning meetings for students.
- At the secondary level, encourage teachers to use technology to host virtual advisories for middle and high school students either in small groups or in their regular advisory groups.

E. Engagement and Interactivity: Ensure students' social interaction and emotional engagement are priorities during distance learning activities by enhancing remote learning activities that are project-based or require students to work together remotely.

- Provide video lessons that students can access and assignments that include discussion and sharing of ideas or experiences in order to personalize and engage student learning. Videos should be available both online and as downloadable content for viewing offline. JL BOCES CTE is exploring the best tool in order to record in class CTE demonstrations for virtual students.
- During virtual learning weeks or situations, ensure that video conferencing occurs 1-3 times a week, moving students from whole-group meetings to small-group conferences.

F. Vary Pedagogy: The virtual world requires sensitivity to students' varying attention spans and the inevitable distractions of their home environment.

- Strive to make distance learning as interactive as possible.
- Build in breaks for students connecting remotely and/or in person. Do not assume students will take breaks on their own.
- Reduce focus on didactic presentation and increase focus on discussion, feedback, coaching and counseling, as needed.
- Consider resources available by way of national professional organizations such as <https://ncte.org/resources/resources-virtual-instruction-online-learning/> and <https://www.nctm.org/ARCs/>
- Where possible standardizing on technology will help support staff providing professional development and technical support. This will give teachers the ability to focus more on the content they create and less on the delivery platform and will give support staff the time to focus on supporting usability issues for new users.

G. Encourage Student-to-Student Interaction: Students' relationships with peers are essential in a virtual world.

- Strive to integrate a range of strategies to enhance this interaction, including a major focus on small-group project-based learning.
- When feasible, form project teams so that students can interact (via collaborative research, discussion, presentation, etc.) using such platforms as WebEx and LMS's with built in collaboration tools.
- Form interest groups that can allow small teams of students to pursue reading selections and performance-based tasks aligned with standards as well as their desired areas of investigation.

H. Community in Remote Work & Learning: A Key to effective virtual/distance learning and remote working is building a sense of community in the classroom and the school so that students know they are included, valued and known.

- Encourage school administrators and teachers to create individual and collective messages in which each teacher and administrator expresses caring and support for students and lets them know they are missed.
- Have faculty create fun videos such as a dance video with each teacher participating for a couple of seconds each to brighten students' day.

- Using collaborative platforms such as Microsoft Teams or WebEx Teams for both instruction and school lead extracurricular groups will help promote community over distance.

I. Progress Monitoring: Districts can allow for a great deal of flexibility in this area but need to ensure that students and parents are receiving ongoing feedback on learner progress.

- Make certain students are clear about learning targets for a lesson or unit.
- Provide regular individual feedback on student work to support learners in achieving identified lesson and unit outcomes.
- Encourage students' development of such habits of mind as self-awareness, self-regulation and self-assessment.
- Provide call centers for parents and students to request updates and information.

J. Provide Student Support Services and Programs: Successful reopening includes a deep commitment to extending meaningful and productive relationships to the work of counselors, psychologists and social service workers.

- Review and consider implications of School Reentry Guidance at www.nasponline.org (national organization for school psychologists).
- Ensure that these professionals reach out to students and families through phone, email and video conferencing.
- Establish or reinforce virtual technology to allow student support personnel to continue providing individual and small-group therapy using teletherapy tools.
- Reinforce collaboration by having these individuals reach out to teachers so that students who are not participating are identified and contacted.
- Stay connected with students and their families, ensuring they receive the services and resources they need, including health services, food, psychological services, and social-emotional programs and services.

Technology & Connectivity



Teaching & Learning



Teaching and Learning:

Ensuring continuity of learning through planning for instruction, launching instruction, and ongoing support for instruction

The COVID-19 crisis and resulting period of school closure has had an impact on all students but conceivably a more significant impact on our most vulnerable students while likely increasing the inequities already in existence. In planning for the return of students to school, districts are encouraged to view all aspects of their plan through a lens of equity to ensure that each decision, action or program supports the needs of all students with a specific focus on our most susceptible students (students with disabilities (SWD), economically disadvantaged (ED), immigrant students, English Language Learner (ELL) and/Multilingual Learners (MLL) and all students who have been historically underserved).

Mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

To allow for schools and districts to adapt to complications caused by the pandemic, certain flexibilities will be authorized, including: flexible student/staff ratio in prekindergarten; extended time for prekindergarten and kindergarten screening to be completed; a waiver allowing districts to convert UPK seats from full-day to half-day (not applicable to Statewide Universal Full Day Pre-K programs); flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences; and when appropriate, districts and charters may utilize remote or virtual work-based learning experiences for CTE and CDOS programs.

New York students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts should acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. Flexibility is essential when planning for the fall, and schools should be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

All schools must provide 180 days of instruction each school year to their students. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model.

Reopening Plan Mandatory Requirements

- All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such plans must prepare for in-person, remote, and hybrid models of instruction. Instruction must be aligned with the outcomes in the New York State Learning Standards.
- Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

- Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- Schools must create 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. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

Considerations for Reopening Plans

- Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).
- Develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
- Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.
- Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.
- Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
- Identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.
- Offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

Districts exploring possible scenarios for the 2020-21 school year should pair a delivery approach for continuous learning with each scenario and communicate them to teachers, staff, families and students. It is suggested that each class build in learning and practice for remote learning when students are expected to be engaged in synchronous and asynchronous learning.



The above image was obtained from guidance provided from the State of Connecticut in the Reopening Guidance Plan. This is for reference only until guidance is received from the State of New York.

Teaching & Learning

Scenarios may include:

A. In-person Learning

1. Instructional delivery partially takes place on a digital platform that would easily transfer to a remote or hybrid environment (can be whole group or small group).
2. Focus time and attention to direct teaching and reinforcing of procedures for using tools (Google Classroom or other).
3. Students complete and submit some assignments electronically; the teacher monitors student work through the platform. (i.e. Google Classroom)
4. Ensure all students have access to an appropriate device.
5. Plan for formative and summative assessments.

B. Remote Learning (Virtual)

1. Instructional delivery takes place on a digital platform (can be whole group or small group).
2. Students log on virtually at a given time to participate in the lesson in live time.
3. Students complete and submit assignments electronically; teacher monitors student work through the platform.
4. Instruction should be synchronous, face-to-face, to the extent possible.
5. Ensure all students have access to an appropriate device and adequate connectivity.
6. Plan for formative and summative assessments.
7. Dedicate personnel to follow up with and address connectivity and other technical challenges with families/students.

C. Remote Learning (Paper)

1. Students use hard copy textbooks and/or work packets.
2. Establish a plan for submission of student work.
3. Teachers make group or individual calls (typically phone calls) to students to support student progress.
4. Teachers maintain records of student completion of work at the end of the day, week or as defined in local policy.
5. Plan for formative and summative assessments.

D. Hybrid Learning

A combination of in-person and remote learning is utilized.

Equity Considerations

Plan for inclusive practices for every model of instruction for all students including ELL/MLL, ED, and SWD.

1. Complete an equity audit to determine any gaps or needs for all stakeholders.
2. Address the developmental needs of learners at each level of schooling. (i.e., instructional time, instructional groupings, diagnostic assessments, etc.)
3. Identify, diagnose and address geographical barriers (WiFi limitations etc) to ensure that all students have the same access to materials.
4. Recognize that some students may not have equal access to technology, support, or resources to complete work remotely.

5. Develop and communicate parameters and expectations with all educators to ensure an environment is maintained in which all students feel the power to speak and are respected.
6. Devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness.

Professional Development

1. Cultural competency, cultural responsiveness, and racial equity understanding and practices, are foundational professional development needs for all educators.
2. Focus areas for professional development may include:
 - a. Self-care and trauma-informed practices
 - b. Determining essential/priority standards
 - c. Methods to engage students during remote learning
 - d. Instructional strategies such as differentiation, Universal Design for Learning, and project-based learning
 - e. Technology tools and platforms
 - f. Effective formative feedback/assessment
 - g. Safety and behavior expectations
 - h. De-escalation and intervention techniques
 - i. Grading policies and procedures
 - j. Balancing synchronous and asynchronous learning
 - k. Tools and training for universal screening

Teaching and Learning Considerations

In preparing for School Year 2020-2021, LEAs will need to provide support for students based on the scenario being implemented. Develop and communicate parameters and expectations with all educators to ensure a learning environment is maintained in which all students feel the power to speak and in which they are respected. In addition, devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness.

The items below outline many of these considerations:

A. Planning for Instruction - JL BOCES is awaiting next week's guidance from the Governor about the type of allowable reopening plan per region.

1. Use an inclusive return-to-learning work group to plan for instruction.
2. Evaluate the effectiveness of remote learning and determine what was successful.
3. Identify the content knowledge and skills from previous grade levels that serve as prerequisite skills and knowledge for on-grade-level learning.
4. Determine the most critical gaps with vertical and grade-level teachers by prioritizing standards.
5. Prioritize vulnerable student groups for face-to-face instruction. Engage general and special education staff in discussions to identify vulnerable students - e.g. learning, behavioral, socio-emotional, or other.
6. Plan for potential shifts in instructional pacing and instructional delivery for the following situations: on-site, remote learning for some or all students, unexpected school closures, staggered schedules. Consider the impact on families for each of these options.

- a. Plan grade level content instruction based on prioritized standards.
 - b. Plan weekly or daily opportunities for SEL.
 - c. Plan integrations across disciplines.
 - d. Develop 2-3 week-long distance learning units for use during unexpected school closures.
 - e. Assess the effectiveness and appropriateness of digital tools and online platforms - communicate district expectations to educators.
 - f. Examine and possibly redefine the components of instructional blocks to allow for adequate and effective pacing.
 - g. Implement instructional strategies that reflect best practices and increase student engagement.
 - h. Define learning goals and success criteria for demonstrating learning and active participation.
 - i. Provide opportunities for students for choice in assignments and assessments.
 - j. Offer small group interventions for students learning remotely.
 - k. Provide manipulatives and utilize differentiated materials and strategies for students learning remotely.
 - l. Use collaborative project-based learning strategies to increase engagement and to reinforce student organizational skills such as planning, scheduling and time management. Engage your special education staff to consider any obstacles that collaborative learning might present for students with special needs.
7. Establish communication with families to prepare them for potential disruptions in instruction and create an environment of shared responsibilities.
 8. Students K-6 receiving in-person, virtual, or hybrid programming will receive a minimum of 5 hours of instruction daily. Students grades 7-12 enrolled in in-person, virtual or hybrid programming will receive subject area instruction of 180 minutes per week or the equivalent in each unit of study. Instruction will include direct teacher contact, but may also include the completion of modules, project-based learning tasks, review of instructional videos, and other learning activities as appropriate.
 9. Teachers and related service providers will report daily attendance using attendance standardized management/participation tools. Attendance expectations will continue to reflect the BOCES Code of Conduct and will be consistent with NYSED requirements. Attendance and engagement will be monitored regularly to identify concerns and the need for intervention.
 10. Administration will monitor student attendance on a weekly basis by reviewing attendance as recorded in the standardized management/participation tools, monitoring online daily contact logs completed by teachers and related service providers, and meeting with staff on a weekly basis.
 11. Additional information about teaching and learning in Career and Technical, Special Education, and Alternative Education programs may be found in their respective sections.
 12. Develop a plan to assess student learning progress and gaps at the beginning of and throughout the school year. Many students may have learning gaps when school reopens and some teachers may wait to see how the students progress and then measure the gap.
 - a. Identify the subjects and grade levels that would benefit from a no-stakes, early in-the-year assessment.

- b. Ensure instructional planning includes a focus on monitoring student progress through formative assessments that measure student thinking and skills.
 - c. Create a plan that supports in-person and remote administration of assessments.
 - d. Ensure continuity of instruction through the use of curriculum maps, pacing guides and/or calendars.
 - e. Embed unmastered critical standards into the scope and sequence for the year and avoid teaching all unmastered standards at the beginning of the year.
 - f. Prepare scaffolded instructional supports for students who may need support with prerequisite knowledge and skills to be successful in their current grade level. In particular, focus on serving ELLs, SWDs and other special populations.
13. Consider integrating flipped instruction into various subjects.
 14. Prepare classroom learning plans at least two weeks in advance to address unexpected absences due to quarantine or illness.
 15. Review all online learning environments and resources provided to students to determine Education Law 2-d compliance to ensure student data privacy.

B. Grouping Students for Instruction

1. Consider grade level teams, looping, or various models of reaching students in an effective manner.
2. Consider variations in instructional models across grade levels such as in-person instruction for younger students and remote instruction for older students.
3. Consider grouping students by the same class and teacher to form a cohort so each team can function independently.
4. Rotate Physical Education, Music, and Art classes in the schedule. Review newly amended CDC guidelines to ensure special area instruction is conducted safely. Examples include refraining from having students share art supplies or apparatus in PE.
5. Bring the teachers to the classrooms rather than the classes to the teacher.

C. Curriculum and Integration

1. Consider aligning the ELA Curriculum to support Science and Social Studies concepts through reading, writing, listening and speaking about history, science and mathematics.
2. Integrate Physical Education, Health, Music, and Art instruction with core curriculum concepts.
3. Plan an Independent Reading Program - give students some choice but keep them reading. Utilize your library staff or teachers to present book talks (maybe virtually) and to serve to connect students with books.
4. Use videos or abridged pieces of literature to build background knowledge.
5. Choose learning materials that are culturally inclusive and promote equity.

D. Grading and Assessment

1. Grading practices should:
 - a. Reflect student learning and mastery of grade-level standards.
 - b. Provide students with high quality, personalized feedback in a consistent manner.

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- c. Be clear, consistent and communicated to students and families.
 - d. Provide students with regular and targeted feedback to promote understanding and growth.
 - e. Clearly communicate to students and families if grades earned during an emergency closure can negatively impact a student's overall grade.
2. Assessments should:
- a. Include a plan and schedule to provide access to all for diagnostic universal screeners.
 - b. Provide student choice to demonstrate mastery.
 - c. Require critical thinking and application.
 - d. Include student self-assessment.

F. Professional Development

1. Plan and offer ongoing, personalized and differentiated professional learning for teachers and staff.
2. School staff should receive training on remote learning protocols and systems including how:
 - a. and when this method of instructional delivery should be used
 - b. to record attendance and absences
 - c. to utilize a learning management system and other digital tools
3. Teachers should have opportunities to plan collaboratively and participate in professional development as they prepare to deliver instruction in new ways to:
 - a. meet across and within grade levels to plan for instruction and develop strategies for adjusting existing curriculum to support continuous learning.
 - b. develop plans to assess student learning progress and gaps at the beginning of and throughout the school year
 - c. develop instructional support plans to fill potential gaps in student learning
4. Professional development should be provided to design equitable instruction for both remote and in-person instruction.

Early Learning

Prekindergarten

All children are capable of learning, achieving, and making developmental progress through access to a high-quality Prekindergarten program. When planning for the reopening of Prekindergarten programs, care must be taken to ensure that the needs of our youngest learners are addressed, whether instruction is provided in- person, remotely, or through a hybrid model. It is essential that districts, schools, and eligible agencies, including Community Based Organizations (CBOs), operating Prekindergarten programs create a plan for providing continuity of instruction for in-person, remote, and hybrid learning models.

Reopening Plan Mandatory Requirements

- Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.
- All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with

NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.

- Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in this guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

Health and Safety Considerations

State-administered Prekindergarten Programs should follow all guidelines set forth by the New York State Department of Health when planning for 2020-21 Prekindergarten programming. The following health and safety guidance should also be considered:

- Family style eating should not be practiced due to social distancing requirements and for health and safety requirements.
- For classrooms without an interior bathroom, an adult should accompany each child to and from the bathroom outside the classroom and ensure that proper hand washing protocols are followed.
- Napping materials should be sanitized daily and, to the extent practicable, assigned to individual students for the school year.
- Center-based and small group learning is a critical component of a Prekindergarten instructional program. Districts, schools, and eligible agencies (including CBOs) should:
 - avoid centers that include multiple students using it at one time, such as water/sand tables, sensory tables, etc.;
 - provide students with individual sets of materials to avoid sharing of common items; and
 - follow proper sanitation guidelines from the Department of Health after children have been at a learning center or in small groups.

Instructional Practices and Programming Considerations

- While the Department recognizes the importance of teacher and student interaction and peer interaction as part of the best practices of Early Learning, districts, schools and eligible agencies (including CBOs) should refrain from strategies and practices that encourage physical contact, such as hand-holding buddy systems.
- When developing remote learning plans, districts, schools and eligible agencies, (including CBOs), should be cognizant of the amount of time young learners are spending directly viewing screens. Time spent learning remotely can be devoted to authentic learning activities at home. For suggestions on websites and activities, please visit [NYSED's Continuity of Learning webpage](#).

Budget and Fiscal Considerations

- For Universal Prekindergarten (UPK) and Statewide Universal Full-Day Prekindergarten (SUFDPK) programs that intend to operate in person, the maximum grant payable will continue to be based on a system of 1.0 Full Time Equivalency (FTE) calculated by combining the number of prekindergarten students in full-day and half-day programming.
 - If a program decides to convert Prekindergarten seats from full-day to half-day, the maximum grant payable would be proportionately reduced based on the decreased FTE.

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- The FTE calculation and maximum grant payable will be determined by the number of full day and half-day students enrolled as of December 1, 2020, not on Basic Education Data System (BEDS) day only for the 2020-2021 school year.
- As set forth in Education Law 3602-e, districts receiving UPK funding will continue to be required to set aside at least 10% of their allocation to collaborate with eligible agencies, including CBOs, to deliver prekindergarten instruction. To make available as many Prekindergarten seats as possible, while keeping social distancing factors in place for in-person learning, districts should consider partnering with eligible agencies, as defined in Education Law 3602-e, beyond the 10% minimum collaboration requirement
- If a district or program decides that it is not feasible to operate a UPK or SUFDPK program in the 2020-2021 school year, the UPK allocation/SUFDPK grant award will remain available for the 2021-2022 school year unless action is taken by the legislature.
- Districts and schools that operate a full-day Prekindergarten must describe in their reopening plan how they will provide Continuity of Learning in an in-person, hybrid, or remote model that is aligned to the Prekindergarten standards. Regardless of the instructional model chosen, districts can count such participating students as 1.0 FTE.
 - Eligible agencies, (including CBOs), that are running an in-person, full-day program must submit to the district they contract with a Continuity of Learning plan should they have to move to a hybrid or remote model in order to continue to be paid for their services.

Staffing Regulatory Flexibilities

To provide flexibility for in-person Prekindergarten programs in the 2020-2021 school year, the following will be allowable:

- Primary Instruction
 - Primary instruction should be delivered by a certified teacher as outlined in Education Law sections 3602-e and 3602-ee.
 - For flexibility and to comply with social distancing requirements for the 2020-21 school year, another staff member can oversee students during learning centers in an alternate learning space so the lead teacher can provide primary instruction to students.
- Staffing Ratios
 - 8 NYCRR 151-1.3 requires that for classes with 18 or fewer students, 1 teacher and 1 paraprofessional are required to be in the classroom. For classes with more than 18 students, but not exceeding 20 students, 1 teacher and 2 paraprofessionals are required to be in the classroom. To provide flexibility and to maintain social distancing requirements, in the 2020-21 school year, districts may choose to offer smaller Prekindergarten class sizes with only 1 certified teacher in the room.
 - For districts and programs outside of New York City:
 - For 3-year-olds: 1 teacher in a classroom with up to 7 students including, but not limited to, preschoolers with disabilities and English Language learners.
 - For 4-year-olds: 1 teacher in a classroom with up to 8 students including, but not limited to, preschoolers with disabilities and English Language learners.
 - For districts and programs receiving UPK/SUFDPK funding, any class size above 7 students for 3-year-olds or 8 students for 4-year-olds must adhere to the staffing ratios required by 8 NYCRR 151-1.3 (as described above).

Cohorts Consideration

- To the extent practicable, districts, schools, and eligible agencies (including CBOs), should “cohort” students to limit the potential exposure to the COVID-19 virus. For the younger students, this means that they are self-contained, preassigned groups of students with reasonable group size limits.
- Responsible parties should enact measures to prevent intermingling between cohorts, to the extent possible and make reasonable efforts to ensure that the cohorts are fixed – meaning containing the same students – for the duration of the COVID-19 public health crisis.
- Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

Flexibility in Duration of Half-Day and Full Day Programs

- While many half-day programs operate two sessions for 3 hours a day, school districts may consider operating their half-day Prekindergarten and Kindergarten classes for 2.5 hours of instructional time per day to allow for proper sanitization of the classroom between sessions.
- While many full-day programs operate for 6 hours a day, these programs may operate at a minimum of 5 hours of instructional time per day under existing regulations

Prekindergarten/Kindergarten Screening Considerations and Flexibility

- Prekindergarten and Kindergarten screening should be done as soon as possible, following guidance from the New York State Department of Health.
- Under NYCRR 117.3(b), districts have until December 1, 2020 to complete screening of new students. Students who were screened by the district as a Prekindergarten student, under regulations, do not have to be screened in Kindergarten.
- To allow for flexibility, in the event schools are closed due to COVID-19, any student entering New York State public schools for the first time or who are re-entering a New York State public school with no prior screening record after December 1, 2020, should be screened as soon as practicable.
- To the greatest extent possible, the Emergent Multilingual Learner language profile to assess home language exposure should be administered to newly enrolled Prekindergarten students as soon as practical.

Considerations for Volunteers, Visitors, and Service Providers

- Districts, schools, and eligible agencies (including CBOs) should limit the number of volunteers and unnecessary visitors to Prekindergarten classrooms.
- Districts, schools, and eligible agencies (including CBOs) should communicate clearly to volunteers and visitors any protocols that must be followed prior to entering prekindergarten classrooms.
- While in prekindergarten classrooms, volunteers and visitors should follow all the health guidance and protocols set forth by the Department of Health, districts, and eligible agencies (including CBOs).
- Disability service providers for preschoolers should follow all health and safety protocols set forth by the Department of Health, districts, and eligible agencies (including CBOs) prior to entering the classroom.

Nursery Schools

Voluntary Registered Nursery Schools and Kindergartens (VRNS/Ks)

- The maximum class size should be no more than the number determined by the New York State Department of Health.
- Parent Cooperatives that are VRNS/Ks should follow the New York State Department of Health guidelines for health and safety to allow parents to continue to fulfill their commitment to the VRNS/Ks throughout the school year.
- For further guidance on volunteers and visitors in VRNS/Ks, please see the above section.

Grades K-6

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Schools must insure that students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

There are no subject specific time requirements in grades K-6 for any subject with the exception of physical education (PE) (see separate section on PE). Educational programs delivered in these grades should employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with these young learners.

Schools must plan for the possible contingency of fully remote learning. Remaining connected with a methodology in place to support student learning while at home must be considered in a school's reopening plan. All students should have access to and interaction with an appropriately certified teacher on a regular basis. Understanding that there are challenges with remote instruction that are particular to certain school communities as well as individual students, schools should strive to ensure teachers have daily contact with students in some format in order to support both their academic needs and social emotional wellbeing. Schools are responsible for developing a reporting mechanism to track teacher/student contact regardless of the instructional setting. (See Attendance section of this guide).

Grades 7-12 – Units of Study

Per Commissioner's regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State's learning standards. These regulations outline specific time (unit of study) requirements for various subject areas. The unit of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject. Under normal circumstances, in a face-to-face, in-person teaching environment, the State requires that school schedules for students be built in adherence to this time requirement.

As a result of the COVID-19 pandemic, schools must plan for various contingencies that may make it impossible for a specified amount of face-to-face contact between teachers and students. In order for schools to plan for various types of instructional models, including remote and hybrid models, schools should consider the time requirement of 180 minutes of instruction/week as a benchmark for comparison when designing and delivering instruction aligned to the intermediate and commencement level standards. It is important to ensure that all students have equitable access to high quality rigorous instructional opportunities, and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course. The key question that districts should consider when developing or adopting new modalities of instruction is the following:

Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?

Instructional experiences are not defined solely as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. Schools must ensure that the learning is supported, and students have access to assistance from a qualified teacher when they need it.

The definition of a “unit of study” has been revised in Commissioner’s Regulations to further clarify what may be considered in the design of such units of study.

Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Units of Credit

The priority for the instruction should be that which best prepares students to meet the learning outcomes for the course. The design of the course, the selection of the curriculum, and the student expectations are set locally by the school or district. Any student who achieves the learning outcomes for the course must be granted the unit of credit for such course if applicable.

Science Laboratory Requirements

Per Commissioner’s Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The school district is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Schools must determine a method for students to record laboratory experiences and satisfactory lab reports. In a virtual environment, emphasis should be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Arts

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

In-person Instructional Model

- Consider what students have already learned when designing curricula for next year. What artistic processes have students focused on during previous remote learning? What might need to be emphasized in the 2020-2021 school year?
- Prepare possible remote lessons in advance that enhance and align to classroom instruction to prepare for possible future school closures.
- Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces should be cleaned following appropriate CDC State and local guidelines. This includes drying racks, changing rooms, easels, stage/dance studio floors, and music stands.

Teaching & Learning

- As with speaking loudly, singing can transmit the virus. Consider taking extra precautions such as having chorus outside and increasing the distance between students also keeping twelve feet for social distancing purposes.
- Consider asking students to maintain individual kits of “high touch” supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning.
- Do not share instruments among students or staff.
- Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument.
- Consider limiting use of or alternatives for hard-to-clean supplies that are usually recycled such as clay.
- Create visuals and markings on the floor to reinforce social distancing and manage the flow of students in the classroom.
- Have hand hygiene supplies close to shared materials and surfaces.
- Increase transition time to account for time needed for cleaning.

Remote Instructional Model

- Prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- Consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Create a plan for how to give students assignments, feedback, and track their progress.
- Consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- Develop digital and non-digital options for sharing student’s creative works within the classroom community and with the broader school community.

Hybrid Instructional Model

- Organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction.
- Anchor standards, Creating and Presenting lend themselves more so to in-person instruction, while Responding and Connecting are standards that may be able to be addressed in a remote instructional model.
- Determine methodologies to connect with students and support learning while students are at home.
- During in-person instruction, prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
- Use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home.
- Focus on personalized learning.
- Utilize resources such as digital field trips and online arts collections. Resources such as these can be found on the [Continuity of Learning Website](#).

Arts Resources

- [COVID-19 instrument Cleaning Guidelines](#) by National Federation of State High School Associations, National Associations for Music Education, and the NAMM foundation.
- [Guidance for Return to High School Marching Band](#) from the National Federation of State High School Associations Music Committee and Sports Medicine Advisory Council.
- School Bands Committee of the American Bandmasters Association has released [Considerations and Program Ideas for Band Teachers](#).
- [National Art Education Association's Preparing for the 2020-2021 School Year](#) published by the National Art Education Association
- Educational Theatre Association's [Recommendations for Reopening School Theatre Programs](#)
- Dance USA [Return to Dancing and Training Considerations due to Covid-19](#)

Physical Education

Participating in Physical Education (PE) is important for our students' health and wellbeing. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. School re-opening plans should ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors should plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

The Society of Health and Physical Educators (SHAPE) has released a website [outlining school reentry considerations](#) for returning to school in the 2020-2021 school year. The website provides a number of excellent resources including, but not limited to: equipment and safety; personal hygiene; recess; classroom-based activity; social emotional learning; trauma-sensitive learning environments; and student assessments. They also give suggestions for instructional strategies for in-person, remote and hybrid models. Several considerations are listed below, however, all resources can be found at the link above.

In-Person Learning

- Per New York State Health Department Guidelines districts and schools should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).
- Consider using a microphone and speaker when delivering instruction to students. The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.
- Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking, and target games).
- Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- Include opportunities for student choice and incorporate student-suggested activities when appropriate.
- Ensure lessons are planned around the available space for instruction.

Teaching & Learning

Remote Learning

- Create opportunities for students to share and connect with one another.
- Review the current curriculum and determine which lessons or activities can be repurposed as at home work or completed online (depending on students' access to technology).
- Consider if students can participate safely in the selected activities. (Will students have enough space? Will an adult need to help or supervise the activity?)
- Consider if regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.
- Consider special events or activities that can be done remotely (e.g., [At-Home Family Field Day](#)).
- Consider using videos or images demonstrating activities or skills.

Hybrid Model

- Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
- In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
- Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).
- Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).
- Provide synchronous learning opportunities (distance learning that happens in real time) with opportunities for asynchronous learning as much as possible; record lessons to provide to students who may not have access in real time.
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

Physical Education Resources

- [CDC Consideration for Youth Sports](#), Guidance as of June 12, 2020 from the CDC COVID-19 Youth Sports Web Page.
- [CDC Cleaning and Disinfection Community Facilities](#), Guidance as of June 12, 2020 from the CDC Covid-19 Cleaning and Disinfection Web Page.
- SHAPE- K-12 Physical Education Health Education and Physical Activity Re-entry:
https://www.shapeamerica.org/advocacy/K-12_School_Re-entry_Considerations.aspx
- CDC- Guidance as of 5/19/20:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

School Libraries and School Library System

Statements from NYS P12 Reopening Guidance Document:

“School Libraries are an integral part of the learning ecosystem, and school library media specialists play an essential role in helping students gain information, media, and digital fluency skills. Schools and districts are encouraged to consider ways in which school library media specialists can support high-quality instruction in hybrid and remote models.”

“As schools and school districts create their plans for the 2020-21 school year, they must ensure that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.”

Teaching

In-person and Hybrid:

- The librarian may go to the classroom to provide instruction since the library will need to be cleaned and sanitized between groups of students if the library is used.
- Students should use their own supplies such as pencils and electronic devices if available to avoid sharing of materials in class.
- The librarian should provide signage to support social distancing with visual cues for students in the library. Tables and chairs must be set up in a manner conducive to social distancing.
- Communication with teachers, students, and families about how their library is still available and precautions being taken to provide library services in a safe manner is essential.
- The librarian should participate in meetings with classroom teachers to maximize opportunities for collaboration and learn about the teacher and student needs.
- The librarian should consider offering an orientation to help teachers and students understand what library services will look like in the 20-21 school year.
- The librarian can facilitate the use of virtual field trips to support student learning.
- Online book clubs and office hours may be held.
- The [Translation of Practice](#) document from the NYC School Library System demonstrates how librarians can continue to provide instruction and library services in an online environment should the need arise.

Online:

- Refer to the [Translation of Practice](#) document from the NYC School Library System. It demonstrates how traditional practices translate to an online environment. Librarians can use this document to create a local list of practices that they will implement with their own students and share it with their administrator and teachers.
- Communication with teachers, students, and families about how their library is still available to them is essential. They should also be made aware of how the library services are being provided to them in a safe manner.
- The librarian should consider offering an orientation in a digital format to help teachers and students understand what library services will look like in the 20-21 school year.
- The librarian should participate in meetings with classroom teachers to maximize opportunities for collaboration and learn about the teacher and student needs.

Teaching & Learning

- The librarian should collaborate and co-teach with a classroom teacher in an online environment. There should be interactive instruction and connection with students regardless of the learning environment.
- The librarian can facilitate the use of virtual field trips to support student learning.
- Online book clubs and office hours may be held.

Digital Resources

In-person, Hybrid and Online:

- The librarian can work with teachers and students to support them in using the digital resources and eBooks available through the school library.
- Librarians can create help documents and use tools such as Screencastify to create instructional videos for teachers and students to facilitate the use of the electronic resources.
- Librarians should work closely with their technology departments to provide streamlined access to digital tools.
- Make sure that students have equitable access to information.
- Since most of the databases offer translations in the multiple languages, this feature can be used to support English Language Learners.
- Contact information for the librarian should be visible in multiple locations so that students know where to go for assistance.

Safe Handling of Materials

In-person, Hybrid, and Online:

- When books are returned to the school library, they should be quarantined for 96 hours before putting back into circulation. These books should be stored in bins and labeled.
- Bins for library book returns can be placed in each classroom or at a pickup location but returned books should not be handled by students until after they have been quarantined.
- Any plastic materials that circulate should be sanitized when returned with an EPA-approved disinfectant according to the manufacturer's directions.
- Library staff should wear a mask and gloves when circulating materials. Library staff should wash hands after handling materials.
- The sharing of electronic devices should be limited and shared surfaces should be cleaned after each use with an EPA-approved disinfectant. Students should not be present during cleaning.

Book Exchange

In-person and Hybrid:

- Fines from lost books in the previous school year should be forgiven and students should be allowed to check out books without penalty. Books missing from the previous school year can be marked as lost.
- If the library is used, social distancing should be maintained and the number of students allowed in at one time should be limited for safety. Students from different classrooms should not be in the library at the same time in order to keep groupings of students as static as possible. Librarians will need to track in-person use of the library should the need for contact tracing arise.
- Students should wash their hands or use hand sanitizer before and after using the school library. If a student touches a book that they do not want to check out while browsing, it should be placed in the book quarantine.

- A safety shield or sneeze guard installed at the circulation desk would be beneficial.
- Special area teachers may need to go to the students to reduce the amount of movement throughout the building. Students who have been taught how to use the OPAC can search online for the books that they would like to check out and then the librarian would be able to check them out and deliver them to the classroom. Librarians may want to have students and teachers use a digital form or their OPAC to take requests. The librarian could bring books on a cart to the students who have not yet learned how to use the OPAC. Digital displays can also be created to facilitate browsing.
- Schools may want to consider raising checkout limits so that students have plenty of reading material if they need to visit the library less frequently.

Online:

- Fines from lost books in the previous school year should be forgiven and students should be allowed to check out books without penalty. Books missing from the previous school year can be marked as lost.
- If librarians are able to access the school building, they may offer curbside pickup with the permission of their district.
- If the school is delivering materials to students, the books could go in those deliveries with the permission of the district.
- Librarians may want to have students and teachers use a digital form or their OPAC to take requests.
- Pickup hours or a delivery schedule need to be established and books will need to be placed in an envelope or bag with the name of the student the book is for on it. Pickup must be conducive to social distancing such as staggered times for each grade level. There should be a designated place and time for the return of materials that is conducive to social distancing. Students should not handle the returns of other students until after they have been quarantined. Masks should be worn during pickup and return times.
- The librarian should also teach students how to find high-quality digital reading materials. Digital displays can also be created to facilitate browsing.
- Schools may want to consider raising checkout limits so that students have plenty of reading material between pickups.

Interlibrary Loan

In-person and Hybrid:

- If the BOCES delivery system is running and schools are open with staff in the building, interlibrary loan will be running within Jefferson-Lewis school districts.
- If the MORIC delivery system is running and schools in the Madison-Oneida region are open with staff in the building, librarians will be able to use the CIDER interlibrary loan system to request materials from those regions.
- As long as the North Country Library System van is delivering and public libraries are open to have staff in the building, librarians will be able to request materials through the DueNorth interlibrary system.
- Buildings that are closed because of an outbreak will suspend their library in DueNorth so that they do not receive requests from open buildings. Please contact the school library system if you need to close your school for lending in the CIDER interlibrary loan system.
- Use the notes feature in the interlibrary loan systems to indicate when a book is in quarantine or any other special circumstances.

Teaching & Learning

- The loan period should be extended to at least 8 weeks to allow for delivery, time to get the book to the patron, and time for book quarantines.

Online:

- In the event that schools are closed and library staff are not allowed in the building, they will be closed for interlibrary loan. The School Library System will close all libraries in DueNorth and CIDER if there is a closure of schools throughout the region.
- Individual buildings that are closed because of an outbreak will suspend their library in DueNorth so that they do not receive requests from open buildings. Please contact the school library system if you need to close your school for lending in the CIDER interlibrary loan system.
- If the BOCES delivery system is running and schools are open with staff in the building, interlibrary loan will be running within Jefferson-Lewis school districts.
- If the MORIC delivery system is running and schools in the Madison-Oneida region are open with staff in the building, librarians will be able to use the CIDER interlibrary loan system to request materials from those regions.
- As long as the North Country Library System van is delivering and public libraries are open to have staff in the building, librarians will be able to request materials through the DueNorth interlibrary system.
- Use the notes feature in the interlibrary loan systems to indicate when a book is in quarantine or any other special circumstances.
- The loan period should be extended to at least 8 weeks to allow for delivery, time to get the book to the patron, and time for quarantines.

MakerSpaces

In-person and Hybrid:

- Schools will need to decide whether or not a MakerSpace is feasible due to the need for social distancing and disinfection. Materials, especially materials that are hard to clean, can be stored for now.
- If a MakerSpace is used, social distancing must be maintained. Sharing of electronic devices should be limited to only materials that can be disinfected after each use with an EPA-approved disinfectant according to the manufacturer's directions. Students should not be present during cleaning.
- Students should wash their hands or use hand sanitizer before and after using the MakerSpace.
- Librarians may want to consider loaning low cost materials or create grab and go bags for activities with consumable materials.

Online

- If buildings are closed, MakerSpaces should be closed and the materials stored for now.
- Librarians may want to consider loaning low cost materials or create grab and go bags for activities with consumable materials.
- Any materials loaned out should be disinfected after each use with an EPA-approved disinfectant according to the manufacturer's directions.
- Online maker programs using household materials can be offered.

Resources:

Coronavirus Undetectable After 3 Days

<https://www.oclc.org/en/news/releases/2020/20200622-coronavirus-undetectable-after-3-days.html>

IMLS, CDC: On Staff Safety, Handling Paper In COVID-19 Pandemic

<https://www.libraryjournal.com/?detailStory=imls-cdc-on-staff-safety-handling-paper-in-covid-19-pandemic>

Local Libraries Begin New Chapter During Pandemic

<https://www.wwnytv.com/2020/06/26/local-libraries-begin-new-chapter-during-pandemic/>

On the Importance of Making a (reopening) Plan

<http://blogs.slj.com/neverendingsearch/2020/06/19/on-the-importance-of-making-a-reopening-plan/>

REALM Project Round 1 Test Results Available

<https://www.webjunction.org/news/webjunction/test1-results.html>

Translation of Practice for School Librarians

<http://www.nysl.nysed.gov/libdev/slssap/TranslationOfPracticeNYCSLS.pdf>

Adult & Continuing Education

The Adult & Continuing Education Department of the Jefferson-Lewis BOCES (JLB) provides educational training courses and high-stakes testing services to the adult population within the communities. This population consists of individuals who are 21 years of age and older. Exceptions due apply to individuals who have graduated high school and are interested in instructional programming and some testing services. The educational services include courses in three primary areas of Business & Industry Training, Health Occupations Training and Literacy Education Training. High-Stakes testing services include the operation of the Testing Center and testing for the New York State High School Equivalency Diploma.

In order to address the health and safety of all individuals participating in Adult & Continuing Education functions, a safety plan has been designed to mitigate the effects of COVID-19. The following guidelines are presented as a plan to reopen instruction and services while protecting the health and safety of all involved. The safety plan is segmented into three elements, people, places and processes.

Social Distancing, Face Coverings and Space Configurations

All involved individuals will practice social distancing. Face coverings will be required at all times. Hand washing/sanitizing will be required at the start of any session and subsequent to any break or re-entry. The space will be configured to comply with social distancing, avoid the sharing of workstations, tables, etc. and be well ventilated. Specifically, adults are seated at individual tables. The seat positions at tables will be designed to ensure six feet of distancing. If the unavoidable is realized within a cohort and any physical object is shared then the physical object will be cleaned and sanitized between each use. Physical objects will be cleaned and sanitized between cohort use.

Schedules and Signage

The schedules of arrivals and departures will be guided to ensure the number of individuals is compliant to the current gathering number as authorized by public health officials. Instructional schedules will be designed to afford no more than ten students in a classroom or lab setting. Instructional schedules will be based on enrollment. Accordingly, the following scenarios determine full in-person instruction, instruction deployed via a hybrid model or remote learning delivery of instruction. If enrollment permits social distancing for all individuals then all individuals will be in attendance (full in-person model). If enrollment is such with social distancing measures being required, then a hybrid model of instruction will be deployed. The hybrid model will accommodate a portion of students as in-person learning while the remainder will be assigned instructional activities to be completed remotely. The groups of students will be alternated. Finally, a remote learning model will be instituted as a result of COVID-19 school closure. All students will follow program guidance respective to the oversight of respective NYSED offices, in conjunction with guidance by

the Governor's Office along with the local Department of Health. In addition, the number of testing candidates will be addressed by each test vendor in a manner that promotes social distancing when scheduled. Medical illness of a participant or instructor will be addressed by JLB organizational protocol. Centers for Disease Control and Prevention (CDC) signage will be displayed. Examples include, knowing COVID-19 symptoms, staying home if sick, donning/removing face coverings, and stopping the spread of germs, etc.

Meals, Small Spaces, Faculty and Staff Meetings, Ventilation, and Common Areas

Adult & Continuing Education functions are such that no meals are provided, gathering in small spaces by faculty, staff and students is not common place nor is the concept of common places for adult students to gather, e.g., library or cafeteria. Gathering of faculty, staff and students takes place within the instructional rooms or testing venues. All participants arrive and proceed to the instructional room and depart at the conclusion of their instructional time or testing time. Increasing the ventilation in the classrooms, labs and testing rooms will be recommended when feasible. Cleaning, sanitizing and promoting social distancing in all common areas will be attended to according to respective JLB organizational protocols.

Cohorts, In-Person Instruction, Student Drop-Off and Pick-Up, Deliveries, Faculty/Staff Entrance and Exits, Shared Objects

The number of faculty, staff, students and testing candidates entering and exiting the building is controllable. Delivery protocols will abide by JLB organizational protocols. Building entry will follow the JLB protocol for faculty, staff, students, and testing candidates, respectively. Students participating in Business & Industry Training and testing services will be informed as to a specific in-person instruction or testing time. Literacy Education Training and Health Occupations Training students will be divided into cohorts and informed as to a specific in-person instruction time and remote learning time (i.e., hybrid model of instruction). All instructors will maintain a course outline or syllabus that includes daily instructional activities. Each program has specific guidelines for acceptable attendance. Daily records are maintained in all Adult Education forums. In accordance to the oversight office of NYSED, the respective attendance protocol will be instituted. Similarly, testing candidates must follow the policy of the test vendor.

In-person instruction in a classroom setting will follow the above stated protocols of social distancing. However, in the environment of skills acquisition, the instructor and all students will be required to wear face coverings and social distance from other student pairs. Skill acquisition is a repetitive process. It is common place to pair students in order to practice a skill while the instructor observes and facilitates. Pairs of students will be spaced appropriately, i.e., six feet apart. In addition, the instructor will view students from a distance of six feet. Should one-to-one instruction occur then the other student will step away, accordingly, in order to maintain only two individuals in close proximity and the third at a distance of six feet.

Each training course and testing service is conducted at specific start times. Participants arrive accordingly. This will aid in the one-directional flow of traffic to a classroom or testing venue. Faculty and staff arrive at staggered times and are not synchronous with any instructional or testing arrival time. In addition, within an instructional cohort or testing service, any physical object that is shared will be cleaned and sanitized between each use. In addition, physical objects will be cleaned and sanitized between cohort use.

Note: The Practical Nursing Program is under the auspices of NYSED Office of the Professions and Literacy Education Training is under the auspices of NYSED Adult Career and Continuing Education Services Office. Should an event occur and remote learning is required, aspects of the hybrid model will be compliant to the respective recommendations from these offices. In addition, the Testing Center conducts licensure and certification examinations from a variety of vendors. Each vendor has a protocol to follow in COIVD-19. Accordingly, each will be followed in order to comply with the testing procedures as stated and the organizational protocols of JLB. The NYS High School Equivalency Test

(known as TASC™ Test) is conducted according to policies and procedures of NYSED Adult Career and Continuing Education Services Office. Accordingly, testing for the TASC™ Test will comply with the testing procedures as stated and the organizational protocols of JLB.

Places

Personal Protective Equipment, Hygiene, Cleaning and Disinfection, Cleaning and Disinfection Following Suspected or Confirmed COVID-19

Faculty, staff, students and testing candidates are required to wear acceptable face coverings, i.e., homemade or mass produced; cloth or transparent. JLB organizational protocols will dictate access points to additional and/or replacement face coverings. JLB organizational protocols will be engaged to ensure proper hygiene and disinfection requirements daily at the conclusion of instruction or testing. Each instructional room and testing venue will contain a supply of sanitizer. CDC signage for Stop the Spread, etc. will be posted throughout instructional areas and in the testing venues. In addition, in the event of a suspected or confirmed COVID-19 case, JLB organizational protocols will be activated and faculty, staff, students and testing candidates will be informed accordingly.

Coordination, Phased Reopening and Communications Plan and Residential Living

ConsiderationsJLB organizational protocols will be enforced in a strategic hierarchy as directed from the Office of the District Superintendent. Accordingly, communications will follow the strategic organizational plan. Dissemination will be communicated to the Adult & Continuing Education Department and flow to faculty, staff, students and testing candidates. Note: There are no residential living considerations within the functions of Adult & Continuing Education Department.

Processes

Health Screening and Temperature Checks, Positive Screen Protocols, In-Person Screening

JLB organizational protocols will be instituted in a manner that address health screening and temperature checks for faculty, staff, students, substitutes and testing candidates. CDC signage illustrating the Symptoms of Coronavirus will be posted in instructional areas and testing venues. In accordance to JLB protocol, any individual who screens positive for COVID-19 exposure or symptoms will be immediately sent home with instructions to contact their health care provider for further assessment, etc. JLB organizational protocol subsequently will be activated in order to notify local public health officials. In addition, JLB will provide the designated health screeners the proper training, access to protective equipment and screening protocols of JLB of which to follow.

School Health Offices and Tracing and Tracking

JLB organizational protocols will dictate the procedures of the health and safety office. The Adult & Continuing Education Department will work in concert with the health and safety office to ensure collaboration and implementation of various protocols. In addition, tracing and tracking metrics, notification, tracing support and quarantine, isolation and return to school protocols will be directed according to JLB organizational policy in cooperation with the local public health department.



Career & Technical Education (CTE)



Career & Technical Education (CTE)

The Association for Career and Technical Education (ACTE) has defined thirteen elements necessary for a high quality CTE program. The BOCES CTE department has considered our COVID re-entry plan framed by these elements. Below, we describe our plans for each of the possible scenarios, in-person, remote, or hybrid learning environments. The following are general recommendations:

- Coordination with and among sending districts is essential. For in-person or hybrid learning scenarios to be effective for CTE students, coherent daily scheduling of students is key.
- Coordination with sending districts for a common CTE time for online instruction (blocking out a time slot that doesn't conflict with home school online instruction) is important.
- Following guidelines distributed by NYSED, D.O.H., and the Health and Safety department underlie all of our practices in CTE.

Following the recommendations below, the CTE team will carry out necessary actions to provide the high quality CTE programming that districts have come to expect from Jefferson-Lewis BOCES. JL BOCES is awaiting schedules from its participating districts for CTE and awaiting the Governor's acceptable re-opening model the first week in August.

Systems of Support (stakeholder communication, health and safety, schedule coordination, etc.)

In-Person Learning

Communication

- Communicate often and openly with districts and families.
- Conduct parent forums as needed to share information and seek input.
- Communicate with stakeholders re: changes/ procedures.

Health and Safety / Facilities

- Social distancing: principals will determine maximum capacity in each classroom / lab space and relocate classrooms where needed.
- Social distancing: principals will determine max capacity in each classroom / lab space and relocate classrooms where needed; If full enrollment will not fit, we will work with districts to determine a hybrid model schedule.
- PPE availability: All students and staff will wear masks in hallways, offices, and any locations where social distancing is not possible. Students and staff may wear their own, and masks will be provided by BOCES as needed.
- Students and staff will wear masks in the shop/lab and also make an effort to limit the amount of time students spend working in close proximity to each other.
- Mask breaks will be provided as needed.
- The code of conduct will be reviewed to determine protocol to address students' non-compliance with mask requirements.
- Safety guidelines for staff will be written and reviewed.
- Students / classes will complete hands-on work outside when possible.

Transportation

- Allow student driving to alleviate busing issues if needed.

School Schedules

- Coordinate bus schedules for each technical center with districts, accepting and dismissing one bus at a time in order to reduce crowded hallways. Use multiple drop zones where possible.
- Monitor and adjust for any calendar changes.

Technology and Connectivity

- In order to enable use of Learning Management Systems, establish system so that every student will have access to a device while at the technical center to enable LMS use.
- CTE will collect student and parent/ email addresses in order to facilitate teacher/student/parent communication and LMS use.
- Ensure that all instructional and SPED consultant staff have access and training in the LMS system(s) to be used with students.
- Work with HR to ensure that substitute teachers have training and access to remote learning tools.
- Work with IT to determine feasibility of cameras in classrooms to reduce crowding around demonstrations and to accommodate at-home learners; if feasible, order and install them.
- All online learning environments and resources provided to students will be reviewed by administration and determined to be Educational Law 2-d compliant to ensure student data privacy.

Staffing

- Work with HR to ensure that substitute teachers have training and access to remote learning tools.

Remote Learning

In addition to the in-person learning actions:

- If allowed, teachers will be able to work on site.
 - > Work with districts to ensure that their class schedule aligns with the technical centers' schedules so that am students are available to work on CTE content from home in the mornings and likewise for pm CTE students.

Blended/ Hybrid Learning

- Same actions listed for in-person and remote learning.

Access and Equity (connectivity, accessibility, sensitivity to a variety of special populations including students with disabilities, ELL, economically disadvantaged, medically vulnerable, and etc.)

In-Person Learning

Health and Safety

- Make accommodations for students with health concerns so that they can work from home or separate campus location.

Technology and Connectivity

- All programs begin the school year introducing/developing an LMS to be ready if in person instruction stops.
- Gather information regarding students' access to a device and the internet.

Career & Technical Education (CTE)

Special Education

- Follow our usual BOCES protocol for all teachers and applicable instructional staff to carefully review and follow IEP's.
- Special Education consultant teachers will work with teachers to modify lessons for students with disabilities in the social distancing environment.

Remote Learning

Technology and Connectivity

- Offer a loaner device through BOCES if one is not available from their home school or if device student has is not capable of program-specific technology tasks.
- Determine which staff and students may not have access to the internet and implement strategies to mitigate.

Teaching and Learning

- Packets are least desirable and should be the last resort.

Special Education

- Provide opportunities for students with special needs to work one on one with resource instructors.
- Provide opportunities for students with special needs to work one on one with resource instructors.
- Special Education consultant teachers will work with CTE instructors to make instructional materials more accessible to students with special needs.
- Make resources available for tests and quizzes to be recorded or read for students who require this accommodation.

Blended/ Hybrid Learning

- Same actions listed for in-person and remote learning.

Standards-Aligned & Integrated Curriculum (prioritizing standards and content, recovery/review, adapting curriculum to social distancing or virtual platforms)

In-Person Learning

Health and Safety

- Integrate industry-specific Covid safety measures (ie. mask wearing and cleaning/disinfecting) in curricula and employability profiles.

School Schedules

- Schedule time and provide PD for teachers to complete curriculum work.

Teaching and Learning

- Using maps, teachers will identify most important standards / skills and consult with advisory committee members.
- Teachers will identify which concepts from Spring 2020 that require review / reinforcement; they will plan to review content or to spiral it while introducing new content.
- Teachers will frontload hands-on practice at the start of the school year.

- Teachers will review curriculum maps to ensure curricular alignment between technical centers in case of extended teacher absence.

Remote Learning

- Same actions listed for in-person learning.

Blended/ Hybrid Learning

- Same actions listed for in-person learning.

Sequencing & Articulation (ensuring pathways to college and/or career remain intact)

In-Person Learning

- Continue communication with articulation contacts, updating expiring & establishing new agreements.
- Meet with representative from JCC to ensure that dual credits will maintain intact.

Remote Learning

- Same actions listed for in-person learning.

Blended/ Hybrid Learning

- Same actions listed for in-person learning.

Student Assessment (providing multiple methods, using virtual platforms, and certification testing/readiness)

In-Person Learning Recommendations

- Teachers will use Learning Management Systems and virtual platforms daily for instruction and assessment (bell ringers, exit tickets, and more).
- Teachers will assess students' skills gaps due to missed time from spring in order to review or spiral curriculum and hands-on practice accordingly.
- Professional development on virtual student assessments and platforms (videos, teamwork, portfolios) will be provided.
- SPED Consultant teachers work with content teachers to provide accommodations for students with IEP's.
- Teachers will take daily attendance and will grade all student work; all grades will count towards students' quarterly and final averages.
- Staff will follow any updated information regarding certification exams and adjust accordingly.

Remote Learning Recommendations

- Same actions listed for in-person and remote learning.

Blended/ Hybrid Learning Recommendations

- Same actions listed for in-person and remote learning.

Prepared & Effective Staff (What support do staff need?)

Career & Technical Education (CTE)

In Person Learning

Social Emotional Learning

- Support social / emotional needs of staff.
- Create opportunities for socially distant collaboration and socializing among staff.
- Set aside planning time.
- Monitor staff attendance and provide supports as needed.

Teaching and Learning

- Work with PPD and Health and Safety departments to prepare and deliver PD on these topics and others that may arise:
 - > Safety guidelines (masks, cleaning procedures)
 - > Student engagement while social distancing
 - > Social -emotional needs of learners
 - > Using remote tools to supplement learning
 - > Blended learning
 - > Use of LMS
 - > Virtual assessment methods
- Teachers will prepare at least two weeks of lesson plans, in advance, to address possible absences due to quarantine.
- If allowed, it would be best for teachers to work on site.
- Substitute teachers will receive training necessary to ensure the highest level of health and safety and also on any technology they will need to provide quality instruction. They will also be screened prior to entering the building each day.

Student Teaching

- We will utilize student teachers from local teacher prep programs if available.

Remote Learning

In addition to the actions from in-person learning:

- Create opportunities for online collaboration and socializing among staff.
- In addition to the topics for in-person learning, deliver PD on these topics and others that may arise:
 - > How to engage students in online learning activities
- If allowed, it would be best for teachers to work on site.

Blended/Hybrid Learning

- Same actions listed for in-person and remote learning.

Engaging Instruction (modifying PBLs and collaborative learning, engaging students using remote learning)

In Person Learning

Teaching and Learning

- Modify instruction to allow for social distancing.
- Teachers will use virtual platforms daily in order to build students' skills with them.
- Offer PD on engaging instruction while social distancing.

- Offer PD on engaging / effective use of remote learning tools.
- Use video to reduce crowding around demonstrations.
- Use live streaming for students who are unable to attend in person.
- Collaborative project-based learning strategies will be used whenever appropriate in order to increase engagement as well as to reinforce student organizational skills such as planning, scheduling and time management.
- Order additional copies of textbooks in order to discontinue sharing of them, and review budgets for feasibility of ordering online texts

Attendance and Chronic Absenteeism

- Monitor attendance and indicate students as present in-person or remotely.
- Work with districts to provide interventions and supports for students who are chronically absent.

Remote Learning

In addition to the actions for in-person learning:

- Redesign PBL, hands-on, and other engaging assignments to be completed virtually.

Blended/Hybrid Learning

- Same actions listed for in-person and remote learning.

Facilities, Equipment, Technology, Materials (setting up classrooms & other spaces, cleaning, PPE, etc.)

In Person Learning

Health and Safety and Facilities:

- All classrooms will be rearranged to meet social distancing guidelines.
- As much as possible, students will be kept in cohort groups and not relocated to various rooms during the day.
- Mask policies will be in place for staff, students, and visitors.
- Provide access to masks and shields for student/staff use where their mask cannot be used (contaminated, broken, lost) while at school.
- Industry specific PPE will be available for students, for example, shields for cosmetology.
- Industry-specific cleaning and disinfecting protocol will be taught and reinforced with students.
- Larger classes will be required to move to a larger classroom.
- TA's may be required to split classrooms between the shops and classrooms to maintain distancing.
- Protocols will be put in place to clean computers/equipment both between sessions and at the end of the day.
- Protocols established for all shared objects (tools, pens, pencils, sign in/out sheets, hall passes, etc).
- Train teachers and students in general and industry-specific cleaning / sterilization techniques and procedures.
- All classrooms will be provided hand sanitizer and cleaning supplies.
- Vending machines will be removed from hallways and classrooms.

Career & Technical Education (CTE)

- Issues related to hallway water fountains will be addressed.
- Students will be required to use in class bathrooms if available.
- Protocols will be put in place to avoid students congregating in the hallways.
- Dismissal and drop-off procedures will be changed to mitigate student groupings, for example, allowing only one bus at time to drop off and/or pick up students and mark halls to indicate traffic patterns.
- Signage will be required to prevent overcrowding in common areas, such as hallways, offices, etc.
- Signage in office to maintain distancing.
- Rethink ISS placement.
- Distribute computers to each classroom to avoid using common areas such as the computer lab.
- Hire nurse for HG; purchase supplies for both technical centers.
- Identify locations for both nurses' offices and sick rooms.
- When Culinary Arts students prepare food to be consumed by themselves or staff, they will follow restaurant-specific protocol. Anyone eating at the technical center will follow the social distancing protocol of 6-feet apart or "take out" and eat at their desks.

Remote Learning

- Teachers will instruct from their classrooms whenever possible.

Blended/Hybrid Learning

- Same actions listed for in-person and remote learning.

Business and Community Partnerships (Engaging partners in order to ensure alignment to their needs)

In Person Learning

- Limit the number of business partners, vendors, etc. coming to the building, using virtual platforms instead of in person visits.
- Procedures will be put in place regarding patrons who enter the buildings.
- If visitors are allowed, maintain lists of them with contact information, and places in the building they went.
- Conduct virtual advisory meetings while being mindful of partners time and stress levels due to COVID situations specific to their business.

Remote Learning

- Same actions listed for in-person learning.

Blended/Hybrid Learning

- Same actions listed for in-person learning.

Student Career Development (How to help schools with career planning and career planning activities, etc.)

In Person Learning

- Continue to utilize online platforms available to us (GPS for Success, WPBS, and Career Connections).

- Adapt or postpone large-scale in-person career development activities like Workforce Connections, Career Jam, Recruitment Week, and Signing Day.
- Explore virtual job shadowing opportunities.
- Student program or schedule changes will be made by appointment only with work-based learning coordinators and/or the CTE school counselor in order to follow proper social distancing protocols.

Remote Learning

- Same actions listed for in-person learning.

Blended/Hybrid Learning

- Same actions listed for in-person learning.

SkillsUSA (Redesign so that students can have access to these experiences)

Extra-curricular activities

In Person Learning

- CTE advisors will utilize social distancing protocol and/or WebEx to conduct meetings and activities.

Remote Learning

- Advisors will use WebEx to conduct meetings and activities
- Advisors will reach out to other advisors for ideas
- Advisors, teachers, and students will use SkillsUSA website and resources available like career essentials

Blended/Hybrid Learning

- Same actions listed for in-person and remote learning.

Work-based Learning (How to integrate WBL in virtual or blended? What if employers won't take students...)

In Person Learning

Teaching and Learning

- Monitor changes in regulations from NYSED, for example, allowing alternatives for how students can earn credit or waivers.
- Consider the safety of students participating in WBL and work with legal counsel to adjust accordingly, adding section in WBL paperwork re: social distancing protocol on the job site.
- Work with industry partners to create opportunities for campus based (such as Simulated Workplace and School Based Enterprises) and virtual work based learning experiences.
- Provide additional assistance for students with disabilities, economically disadvantaged, or other students in finding WBL opportunities.
- Utilize webex for guest speakers and other WBL activities with industry professionals and patrons.

Remote Learning

- Same actions listed for in-person learning.

Blended/Hybrid Learning

- Same actions listed for in-person learning.

Career & Technical Education (CTE)

Data & Program Improvement (how to modify the usual means of measuring learner success)

In Person Learning

- Conduct parts, if not all, of this year's program re-approval, Nursing Assistant, through virtual platforms (Advisory meeting, Applied Academics Day and External Review).
- Evaluate real-time data on student attendance, engagement, and grades/progress in order to improve programs and keep districts informed.
- Review changes in regional employment data in order to best advise students on career pathways.
- Revise program success measures (for Perkins if allowed).

Remote Learning

- Same actions listed for in-person learning.

Blended/Hybrid Learning

- Same actions listed for in-person learning.



Athletics and Extracurricular Activities



Athletics and Extracurricular Activities

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As schools plan for reopening in September, attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, schools might consider the creation of extracurricular activities that can be continued remotely in the event of another shut down.

Per the reopening guidance issued by the [NYS Department of Health](#), schools/districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Schools/districts should refer to DOH's "[Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#)" to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

Interscholastic Athletics

Per the NYDOH Guidance Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming. The JL BOCES doesn't have athletics but this guidance is provided on behalf of our districts.

[The New York State Public High School Athletic Association \(NYSPHSAA\)](#) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available it will be shared on the NYSPHSAA website.

Considerations for Athletics and Extracurricular Activities

- The use of facilities by outside organizations will be limited to those that must be accomplished in-person.
- Restrict and/or limit use of school/district facilities to district or school sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/district facilities, schools/districts must ensure such organizations follow State and locally developed guidance on health and safety protocols.
- Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or has limited person-to-person contact.

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities and external community organizations that use school facilities must follow State and local on health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.

- Follow [New York State Department of Health guidelines](#) and [CDC guidelines](#) on wearing of masks, hand washing and social distancing.

Athletics and Extracurricular Activities

- For more information on cleaning and disinfection, review sanitation guidelines from CDC at [CDC Cleaning and Disinfection Community Facilities](#), [CDC Reopening Guidance on Cleaning and Disinfection Public Spaces Workplaces, Businesses Schools and Homes](#)

SkillsUSA (Redesign so that students can have access to these experiences)

In person:

- CTE advisors will utilize social distancing protocol and/or webex to conduct meetings and activities.

Remote:

- Advisors will use webex to conduct meetings and activities
- Advisors will reach out to other advisors for ideas
- Advisors, teachers, and students will use SkillsUSA website and resources available like career essentials

Hybrid:

- Advisors will use webex to conduct meetings and activities
- Advisors will reach out to other advisors for ideas
- Advisors, teachers, and students will use website and resources available like career essentials

Use of Facilities

Athletics and Extracurricular Activities

Special Education



Special Education

Special Education: JL BOCES's Program for Exceptional Students (PES)

1. Regardless of the model implemented, in-person, virtual, or hybrid, the manner and delivery of services provided to students with disabilities will likely require modifications to ensure student and staff safety. Administrators will communicate with parents/caregivers and other school staff to collaborate on a shared understanding of what FAPE (Free and Appropriate Public Education) will look like in the COVID-19 school environment. These conversations will be documented and confirmed in writing with parents/caregivers in order to ensure each stakeholder's responsibility and understanding of their role.
2. In reviewing student's individual education plans (IEPs), it may be determined necessary for the Committee on Special Education to meet to review possible adjustments to service delivery, individual goals, and support to school personnel and/or training for parents/caregivers. Although current regulations do not require the development of a distance learning plan, the committee may determine that amendments to an IEP are necessary to ensure access and progress toward individual student goals.
3. Teachers and related service providers will begin the assessment of individual students, both through formal and informal measures, in an appropriate time frame within the start of the school year in order to identify areas of significant regression. This data will inform planning, instructional design, and potential service recommendations for students. Data from ongoing assessments will also be used to determine the need for possible compensatory services.
4. Administration will reach out to community agencies for collaboration and support that will be critical to the success of any of the three models. Collaborations will include parent/caregiver support, behavioral and emotional support for families, students and staff, as well as logistical support if parent/caregiver schedules impact student availability and access.
5. Administration will review all programs and services to ensure equity of access and consistency of delivery and address any concerns or gaps identified. PES Administration will collaborate with component school districts when developing schedules to ensure equity of access to classrooms and services.
6. PES staff will contact parents/caregivers as soon as possible during the summer to allow adequate time to identify issues, concerns, and student participation depending upon the model selected. Counseling staff will work with families and students to reduce potential student anxiety about returning to school. Parents will be provided with examples and suggestions to assist them in communicating the changes to the school and classroom environments that their child should expect.
7. Administration will collaborate with component school districts regarding student transportation to PES programs and will implement procedures that ensure social distancing during transportation arrivals and departures.
8. PES will explore options for additional academic support outside of the traditional school day to address student regression. PES staff will maintain attendance for in-person, hybrid, and remote learning and will clearly communicate to parents how students will be assessed to ensure families understand that participation is required through all models of instruction.
9. Regular and consistent communication with parents and caregivers will be ongoing in order to establish a collaborative relationship in instructional delivery, planning, and decision making. Parents and caregivers will be contacted in regards to chronic absenteeism or inconsistent participation and both school-based and community supports will be provided.

A. In-Person Reopening

Students

- Administration will work in collaboration with school health staff and parents/caregivers to identify students with potential health issues. Individual student health records as well as parent input will be used to identify any health needs requiring additional accommodations/modifications for students. Individualized safety plans will be developed for those students identified. Students identified as higher risk due to pre-existing health conditions will be considered for hybrid or virtual models in consultation with parents. Students who have family members who may be at higher risk due to preexisting health conditions may also be considered for remote learning in consultation with families. If hybrid or virtual models are not allowable due to regulation, students will be referred to the Committee on Special Education for consideration of home-based educational services.
- Teachers and counseling staff will contact parents prior to the start of school to help students prepare for the changes anticipated when school reopens. Guidance materials sent home will include social stories, family activities and instructions regarding all aspects of the anticipated changes -- mask wearing, minimal travel throughout the building, social distancing, limited sharing of materials/equipment, designated PPE materials and handling procedures, etc.
- Parent drop-off and pick-up procedures will be established to ensure that parents and other visitors do not enter the school building. In leased classroom spaces, these procedures will be aligned with those of the host district.
- Students will be encouraged to come to school with only those personal belongings that are necessary for travel to and from the building. All other materials will be supplied and contained in the student's assigned bin or desk where it will only be used by the assignee.
- Teachers and counselors will contact all families prior to the start of school to review safety protocols and expectations. Parents will be provided with examples and suggestions to assist them in communicating the changes to the school and classroom environments that their child should expect.
- Student IEPs will be reviewed to identify individual needs that may require updated interventions and strategies in light of safety requirements. Some examples include:
 - > Students who have unique medical conditions or sensory concerns may have greater difficulties wearing masks, so additional safety precautions may be necessary, including additional safety equipment for staff (ex., face shields as well as masks).
 - > Students with multiple disabilities may require more close contact with staff. Consultation with parents and school health staff will include safe protocols and procedures for closer contact. Staff will social distance from students unless the student is in need of close proximity requiring physical prompts such as the hand-over-hand technique. These practices should be avoided to the extent it is practicable to minimize risks to students and staff.
 - > Students with behavioral management needs may refuse to comply with safety requirements. Student safety plans will be developed in advance to identify procedures to ensure safety of students and staff in those instances and should reflect a multi-tiered system of support/intervention. Responses to non-compliance related to disability will not be disciplinary. Staff will work closely with students and their families to educate them on the importance of overall safety. If concerns continue administration will work with families and component school districts to develop safety plans.

Special Education

Instruction

- Teachers and related service providers will incorporate approved learning management systems within classrooms and therapy rooms to address continuity and equity should some students require virtual learning or schools face temporary closures. Teachers will have received training to ensure proficiency in the LMS.
- Teachers and related service providers will report daily attendance using attendance standardized management/participation tools. Attendance expectations will continue to reflect the BOCES Code of Conduct. Attendance and engagement will be monitored regularly to identify concerns and the need for intervention. PES staff will work with social workers and outside agencies to address issues of student engagement.
- Materials to be used regularly with students (visual schedules, behavioral checklists, resource pages, etc.) will be laminated and sanitized daily by classroom support staff.
- Technology will be assigned to individual students as much as possible; when not possible, cleaning protocols will be used in between usage (completed by classroom support staff)
- Equipment used by classroom and/or related service staff with students will be cleaned between each use using recommended cleaning procedures
- Teachers will review the standards and curriculum in order to prioritize critical elements on which to focus instruction. Prioritization will focus on the essential skills and elements of the learning standards to ensure student success on upcoming assessments.
- Teachers will prepare plans at least two weeks in advance to address possible absences due to quarantine. PES teaching assistants will be readily able to step into the teacher role as needed. Teachers will also have a teaching partner/co-teacher when possible. That co-teacher may facilitate or designate another teaching assistant to assume instructional duties.
- Teachers will develop distance learning plans for all students to be initiated in case of student quarantine and/or school closure. Teachers must have all essential elements of lessons delivered in person included in the LMS. Administration will ensure that all online learning tools meet NYSED Education Law II-d compliance.
- Teachers will incorporate safety and awareness instruction within their lesson planning, including hygiene, social distancing, personal protective equipment, and the importance of not sharing personal items.
- Teachers will designate times throughout the school day for all students to wash hands as well as ensure hand-washing protocols as needed throughout the day. Hand sanitizer and disinfectant wipes will be available in all classrooms.
- Teachers and related service providers will schedule short breaks throughout the day for students to safely remove masks. Students will be able to remove masks when seated as long as social distancing can be maintained. Teachers and staff must remind students to don masks if a person comes within the radius allotted for social distancing. Teachers must teach students to the extent allowed per the student's cognitive ability. Students and staff must also don masks whenever leaving their desks. Students will place and remove masks per teacher instruction.
- Teachers will incorporate strategies for virtual learners within their classroom to ensure continuity and consistency should students require virtual learning services in the future. PES staff will supplement regular custodial cleaning by developing a schedule to clean high-touch surfaces in the classroom.

- Teachers will work in collaboration with counseling staff to incorporate social emotional learning opportunities within the classroom setting, including but not limited to Mindfulness, Restorative Practices, and Cultural Responsibility.
- Teachers will review individual student behavioral intervention plans to identify interventions that may present challenges to safety in the current classroom environment (brushing, cool down walks, etc.). Those interventions that cannot be safely implemented under current health and safety guidelines will be reviewed with parents and alternate interventions will be recommended.
- Itinerant staff schedules and assignments will be reviewed in order to minimize the number of school districts assigned whenever possible.
- Inclusion/Integration/Mainstreaming plans will be reviewed to ensure continued access for students in consideration of restrictions when students are participating in the classroom cohort model.

Physical

- Classrooms will be measured and floors taped to allow six-foot minimum workspaces for each student as well as to ensure six-foot space between staff and other staff, as well as staff and students. Revised classroom capacities will be posted both inside and outside of each room to remind staff of the need to continually review safe distancing.
- Social distancing protocols and scheduling will be examined carefully to ensure that student with disabilities are not unintentionally segregated from their non-disabled peers.
- Classrooms will be supplied with sanitizer, wipes, and other approved cleaning products for cleaning throughout the school day.
- Tables will be replaced with individual desks/seating whenever possible. If tables must be used, student seating will be marked to ensure six-foot minimums.
- Materials will be provided for students, labeled and stored separately. Sharing of materials will be minimized. Many students with disabilities require specialized equipment and tools, and in instances when those items must be shared, cleaning and sanitizing protocols will be in place and performed by classroom support staff.
- Masks (and as appropriate, face shields) will be worn by all staff while school is in session, both within the classroom and throughout the building. For services that masks create challenges, telepractice areas will be established within the classroom allowing service providers to connect virtually with students while classroom support staff provide on-site guidance and oversight.
- Personal protective equipment will be provided for students and staff. Thermometers will be available for all classroom locations and staff will be trained by school health providers in the proper use of those devices. All temperature irregularities recorded will be reported to school health providers immediately.
- Whenever possible, classroom staff and students will remain in the classroom with required services being provided within the classroom to reduce unnecessary contact with others in the building. Related services should be provided to students within the classroom, and related service caseloads should be developed to limit the number of classrooms served by providers.
- Breakfast and lunch will be served within the classroom in order to limit student exposure to other students and staff within the building. Classroom support staff will be assigned to the duties of collecting meals and returning non-disposable items to the cafeteria. Whenever possible, teachers will limit rotation of support staff for this duty to reduce contact opportunities between classrooms/buildings. Students with documented food allergies may require a separate feeding location to reduce potential contact with allergens.

Special Education

- Guidelines will be developed for the safe access of outdoor recreational spaces on campuses. As appropriate, these spaces may also be used for specific student IEP goals such as physical therapy, adaptive physical education, or orientation and mobility.
- Nursing stations located in both campus and leased spaces will be expanded to allow for a separate location for students who display symptoms of illness allowing the health care staff to continue to meet the routine medical needs of students (medications, physicals, etc.).
- Daily health screening and temperature checks will be conducted by trained staff under the oversight of school health faculty.

Staff (Professional Development & Training)

- All staff will be trained in the proper use of face coverings, including removal and cleaning, as well as cleaning and sanitizing.
- All staff will receive training in diversity and equity. Training will be provided by the BOCES Program and Professional Development Department.
- Staff will receive enhanced refresher training in research-based de-escalation techniques and non-violent crisis intervention strategies to reduce the necessity of physical interventions.
- Staff will receive mindfulness training and other related professional development dealing with self-care and stress management
- Substitutes will receive training regarding all safety protocols and expectations.

B. Virtual Learning Model

Students

- Administration and counseling staff will survey parents/caregivers to identify technology access concerns for students participating in instruction virtually.
- Technology supports and hardware will be provided to students as needed. These include portable wi-fi units, chrome books, tablets, and individual student communication devices. As appropriate, device selection is determined with assistive/instructional technology specialists' input and by review of recommendations based upon the individual student's learning needs and physical motor skills as documented on her/his individualized education plan. Parents will be trained remotely to operate and assist with devices.
- PES students will be assigned their own devices and PES administration will work with districts to troubleshoot issues with connectivity for potential hybrid or remote instruction models. When necessary, teachers may provide paper copies and consult with families via telephone or video conferencing tools for students whose disabilities cause challenges in accessing electronic tools.

Instructional

- Resource Room and Consultant teachers will be provided access to general education teachers lesson plans and learning management systems. Those special educators will review plans in collaboration with general education teachers to ensure individualized student learning needs and supports are met.
- Teachers will work in collaboration with counselors to provide parents with guidance and support for their role in facilitating virtual learning of their students. Administrators will collaborate with community service resources as appropriate to assist families in creating learning environments within the home.
- Support staff (teaching assistants) will be included in all lesson planning activities to facilitate delivery of instruction to multiple student groups. This will also assist in meeting scheduling challenges that some families may face with virtual instruction.

- Teachers and related service providers will report daily attendance using attendance standardized management/participation tools. Attendance expectations will continue to reflect the BOCES Code of Conduct. Attendance and engagement will be monitored regularly to identify concerns and the need for intervention.
- All instructional and support interventions provided to students will be developed collaboratively by each student's learning team based upon the student's individualized education plan. Teachers and related service providers will communicate regularly with parents to answer questions and provide guidance for their students. Teachers and related service providers will document all contact with students and families, as well as record student participation and progress and use that information for ongoing planning. Concerns regarding access, participation, or continuity will be shared with administration immediately to develop interventions and ensure equity of service delivery.
- Teachers will incorporate safety and awareness instruction within their lesson planning, including hygiene, social distancing, personal protective equipment, and the importance of not sharing personal items in preparation for future in-person instruction. Teachers will provide instruction in proper wearing of masks, storing of masks at desks, and cleaning of masks at home.
- Teachers and related services providers will utilize district-approved learning management systems and online instructional tools to address both the academic and social-emotional needs of students. All online learning environments and resources provided to students will be reviewed by administration and determined to be Educational Law 2-d compliant to ensure student data privacy.
- Teachers will establish regular and consistent virtual learning schedules for students in collaboration with parents. In addition, teachers and related service providers will maintain office hours for student and parent/caregiver contact, as well as schedule weekly "check-ins" with each family using the communication method agreed upon. When possible, instruction will be coordinated with Career and Technical and other programs in which the student is enrolled.
- Telepractice will be provided to students whose abilities and present levels of performance indicate the potential to benefit from live and interactive therapies delivered via electronic communication (audio and/or video). Related service providers will explain the components of Telepractice to parents and request parent consent prior to initiation of services. Students whose parents decide not to accept Telepractice services will continue to receive support materials and regular contact from related service providers using other distance learning strategies.
- School counseling staff will collaborate with administration, teachers, and other related service providers to assist families as needed. Assistance will include direct contact with families, referrals to community support services, and ongoing counseling services to individual students. Counseling may include additional support and guidance for parents/caregivers as appropriate. All services will be provided using virtual communication methods meeting FERPA, and as appropriate, HIPAA guidelines.
- Cross-disciplinary lessons will be provided whenever appropriate in order to limit the number of instructional staff attempting to connect with students throughout the day.
- Collaborative project-based learning strategies will be used whenever appropriate in order to increase engagement as well as to reinforce student organizational skills such as planning, scheduling and time management.
- As appropriate, lessons will be recorded and made available to students to view at alternative times to encourage equity of access and continuity of learning. In addition to instructing students in the use of technology to ensure a smoother transition in the event of closure, teachers will prioritize curriculum to ensure students are mastering essential skills, including a review component during the first few weeks of school.

Special Education

Physical/Equipment

- Administrators will work closely with BOCES Technology Support as well as component school districts to facilitate delivery of equipment in order to address student access concerns.

Staff (Professional Development)

- Staff will participate in professional development focused on designing specialized instruction in a virtual environment.
- Staff will participate in professional development focused on engaging students in a virtual learning environment.
- Staff will receive guidance and training on using virtual learning tools, including approved learning management systems, incorporating assessment tools within virtual learning environments, and establishing opportunities for collaborative learning in virtual classrooms.

C. Hybrid Learning Model

Students

- Administration will work in collaboration with school health officials and parents/caregivers to identify students with potential health issues. Individualized safety plans will be developed for those students identified. Students identified as higher risk due to pre-existing health conditions will be considered for hybrid or virtual models in consultation with parents.
- Students with disabilities who are identified to benefit significantly from in-person instruction will be considered for priority when scheduling in-person instruction whenever possible assuming that equity of access can be ensured for all students within the hybrid model.

Instruction

- Teachers will utilize learning management systems consistently within the classroom and with virtual students in a synchronous environment whenever possible in order to ensure continuity of learning and equity of access. This practice will also reduce the potential for expanded instructional duties in order to meet the needs of both in-person and virtual students.
- Support staff (teaching assistants) will be included in all lesson planning activities to facilitate delivery of instruction to multiple student groups and reduce concerns of expanded instructional duties for teachers in meeting the needs of both in-person and virtual students.

Physical/Equipment

- Upon completion of classroom social distancing capacity assessments, administration will work collaboratively with teachers and school district staff to identify student groupings (in-person and virtual) if it is determined that classroom capacity necessitates rotating attendance. Unless students are identified for virtual instruction due to individual health concerns, all students will be scheduled on a rotational basis between in-person and virtual participation.
- If students are rotating between in-person and virtual learning environments, students will be assigned separate specialized devices for in-school and home use whenever possible. If this cannot be accomplished, all devices returning with students from home will be cleaned and sanitized using approved procedures by classroom support staff.
- If students are rotating between in-person and virtual learning environments, students will be assigned separate devices for in-school and home use. If this cannot be accomplished, all devices returning with students from home will be cleaned and sanitized using approved procedures by classroom support staff.

Staff (Professional Development)

- Staff will participate in professional development focused on designing specialized instruction in a virtual environment, including the delivery of synchronous instruction in a hybrid environment.
- Staff will participate in professional development focused on engaging students in a virtual learning environment.
- Staff will receive guidance and training on using virtual learning tools, including approved learning management systems, incorporating assessment tools within virtual learning environments, and establishing opportunities for collaborative learning in virtual classrooms.
- Staff will receive training and support in scheduling and planning for hybrid learning environments.

Special Education



Bilingual Education and World Languages



Bilingual Education and World Languages

The Spring 2020 Covid-19 Crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). Special consideration should be given to ELLs to ensure that their language development does not stall. For ELLs to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects, dialogue with peers and adults on academic topics in their home languages, as well as English is essential. Because language development is an interactive and socially driven process, in-person instruction should be prioritized for ELLs, with a focus on legal requirements and a focus on proactively addressing inequalities. Consider developing parameters and expectations that are communicated with all educators to ensure a learning environment in which all students feel the power to speak and are respected. In addition, devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness. ELL's must be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction.

Schools are strongly encouraged to examine resources available on the [NYSED Office of Bilingual Education and World Languages](#) website.

Strategies to Consider for Continuing English Language Development Services and Ensuring Access to General Education:

1. Immediately focus on building relationships with students and families beyond considerations for instructional content. Schools are advised to keep the unique needs of parents of ELLs/MLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model - including interpretation and translation needs to ensure that they have equitable access to critical information about their children's education. All communications for parents/guardians of ELLs must be in their preferred language and mode of communication. Language access obligations under federal and state law - including but not limited to Part 154 of the Commissioner's Regulations remain in effect. School districts should, to the greatest extent possible, provide interpretation and translation through a qualified interpreter/translator.
2. Provide language support to help students and families to access the resources used for remote instruction.
3. Provide office hours to touch base with individual ELLs when needed and at regular intervals.
4. Identify, and address, student and family concerns and questions about re-entry to school.
5. Use multiple measures to assess a student's language strengths and needs in addition to the NYS assessments for ELL's.
6. Provide small group and individual support focused on linguistic supports, review and recovery based on strengths and needs of individual ELLs.
7. Facilitate collaboration and co-planning between content and ELL teachers.
8. Use scaffolding instructional strategies and linguistic supports embedded within curriculum that can be provided in all models of instruction - plan for Tier I instructional decisions and then Tier 2 and Tier 3.
9. Focus on developing productive language skills such as speaking and writing - plan to intentionally and explicitly target language development throughout the school day in a meaningful and relevant way.
10. Identify skills and strategies that a learner can use with minimal interaction and support from a teacher while working at home. Plan individualized learning experiences utilizing accessible materials and multiple modalities based on student's language proficiency levels.
11. Design tasks and materials that support technology as well as technology-free experiences for students to develop language and literacy simultaneously. To the greatest extent possible, districts are to ensure that all ELLs and other vulnerable students can access technology and wi-fi needed for periods of remote learning.

Bilingual Education and World Languages

12. Provide lessons on using technology and software focused on developing language and literacy.
13. Set reasonable expectations for home literacy and language learning. Students and families will be juggling a new reality and priorities at home, so it is not reasonable to expect that an adult (English speaking or otherwise) is consistently available to provide academic support.
14. Provide opportunities for choice while working at home to include families, interests, and native language development.
15. Reassure parents that continuing to read, discuss texts, and teach their child in their home language is acceptable and preferred.
16. Consider what students can do independently and what requires a teacher or other adult. When possible, prioritize guidance and activities that children can work on relatively independently while providing parent-friendly guidance for how to best support students diverse learning needs that impact their reading and writing skills.
17. Draw on the expertise of colleagues. Consider how you can partner with families during this time by drawing upon the expertise of other ELD/ESL educators, family and community liaisons, translation supports, or other community partners who work closely with these student populations and their communities. Use these partners to assess families' technology needs and how the district can support.
18. Adopt or develop progress monitoring tools to provide data that identifies gaps in student learning toward English language proficiency and towards content area proficiency in both English and students' home languages. With the cancellation of the 2020 NYSESLAT, schools must determine new methods to measure the English language proficiency levels of their ELLs to ensure that these students are receiving the appropriate level of instruction. Districts and schools are encouraged to identify and adopt additional progress monitoring tools to track language skills progress toward English Language Proficiency.
 - i. Local Progress Monitoring Assessment Tool - [Checklist for Developing or Selecting an English Language Proficiency Progress Monitoring Assessment](#)
 - ii. Multilingual Literacy SIFE Screener MLS - [MLS User Manual](#)
19. Resume and create programs to address the specific needs of Students with Interrupted/Inconsistent Formal Education (SIFE), ELLs with IEPs, and other vulnerable populations during the reopening process.
20. Prioritize 12th grade students who were unable to complete requirements in 2019-2020 to continue work towards earning the New York State Seal of Biliteracy in 2020-2021.
21. Provide Emergent Multilingual Learners enrolled in Prekindergarten programs with instruction in their home languages during remote and hybrid learning.
22. Actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote or hybrid learning.

Mandatory Requirements

Qualifying schools that reopen using in-person or hybrid instruction will be required to 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 2019-2020, as well as all students who enroll during Summer of 2020 and during the first 20 school days of the 2020-2021 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Provisions of required [Instructional Units of Study](#) must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

Bilingual Education and World Languages

All ELLs must be provided the required instructional Units of Study in their ENL or Bilingual Education program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commission- Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Questions related to this guidance may be directed to reopeningguidance@nysesd.gov 125 er under Part 154-2.3(h) during in-person or hybrid learning.

Districts and schools are encouraged to review the proficiency of students who are entering their third year as a Former ELL at the Commanding level of proficiency in 2020-21 (students who achieved Commanding on the 2018 administration of the NYSESLAT) and to provide these students with supplemental Former ELLs services as they deem appropriate.

Federal Regulations and Guidance

Assessment:

On March 20, 2020, the Secretary of Education invited requests for waivers of assessment, accountability, and related reporting requirements in the ESEA for the 2019-2020 school year. With respect to assessments specifically, the Secretary invited requests to waive the requirements in Section 1111(b)(2) of ESEA, including the requirement in Section 1111(b)(2)(G) of ESEA to administer an ELP assessment in the school year 2019.

All State educational agencies (SEA) have requested and been granted this waiver for the 2019- 2020 school year. Some SEAs have already administered some of their assessments to some of their students, and an SEA may elect to continue administering some portion of their State assessments.

Under the waiver discussed above, an SEA that was unable to complete assessments for all English Learners (EL) in the school year 2019-2020 does not need to administer ELP assessments to the remaining ELs who were not assessed this year.

If an SEA was unable to complete assessing all ELs in the school year 2019-2020, the SEA has the option to administer the ELP test in the fall of 2020, where possible, consistent with the State's ELP exit procedures.

Screening:

- If a Local Education Agencies (LEA) schools are physically closed and it is not providing any educational services to students, there is no obligation to screen new students for EL status. However, if the LEA is operating via remote learning, the LEA must screen new students to determine EL status to the extent possible. Sections 1112(e)(3) and 3113(b)(2) of ESEA require that students be identified for EL status within 30 days of enrollment in a school in a State; for students who enroll after the beginning of the school year, the LEA must send the required parent notice within two weeks of a student being placed in a language instruction educational program (LIEP).
- However, the Department recognizes that, during the COVID-19 national emergency, many facilities are physically closed, including those normally used for registration and screening.
- An LEA that is continuing to enroll new students during the COVID-19 national emergency should attempt to identify ELs remotely to the greatest extent possible. For example, the LEA's online registration process could include a home language survey for parents, and the LEA may be able to conduct a version of its screening assessment online.
- Funds received under the Elementary and Secondary School Emergency Relief Fund (ESSERF) or the Governor's Emergency Education Relief Fund (GEERF) of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) , enacted on March 27, 2020, can generally be used for these purposes.

Bilingual Education and World Languages

- An LEA may also communicate with parents by telephone, with interpreters as needed, to conduct an oral home language survey in the parent's native language to identify potential ELs and may explain to parents orally the information required by Section 1112(e)(3) of ESEA to be included in the parent notice in order to start providing EL services remotely to those students.
- When the school physically reopens, the LEA would complete the full identification procedures to promptly ensure proper identification and placement for new ELs.

Initial Identification of Potential ELLS

NYSED has approved temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year.

- Qualifying schools that reopen using in-person instruction or blended/hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the academic 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 academic school year. After this 20- day flexibility period, all schools that reopen using in-person or hybrid instruction will be expected to complete identification of ELLs within the required 10 school days of initial enrollment for all students pursuant to Commissioner's Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process should be followed in person for new entrants following the district's safety protocols to ensure compliance with the Governor's Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening.
- Any new entrant enrolling in a school district, to the extent feasible, must be provisionally placed in a Bilingual Education program while awaiting NYSITELL results, as this is the program of default for districts which meet the enrollment threshold set forth under Section 154-2.3(d).

Students with Interrupted/Inconsistent Formal Education (SIFE)

SIFE15 are among the most vulnerable ELL subgroups, having already endured interruptions in their education prior to their arrival in NYS. Many SIFE are refugees and others may have left family and friends behind when they immigrated to the US.

While school closures have been difficult on all students, SIFE have been among those having the hardest time adjusting, and many were not able to remain engaged with their learning. In response, NYSED has approved a temporary emergency regulatory change that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification as a SIFE pursuant to Part 154-2.2(y), regardless of whether they were engaged in remote schooling during that time. NYSED recognizes the complex additional educational needs of SIFE and has created and provided numerous [resources](#) to guide and support educators in addressing the unique needs of these students. Tools, resources, and strategies for supporting and scaffolding instruction for SIFE identified in previous [guidance](#) for districts to utilize during COVID-19 closures remain relevant and useful to support SIFE instructional needs during and after the transition to reopen schools in 2020-21.

Professional Development for ELL Educators

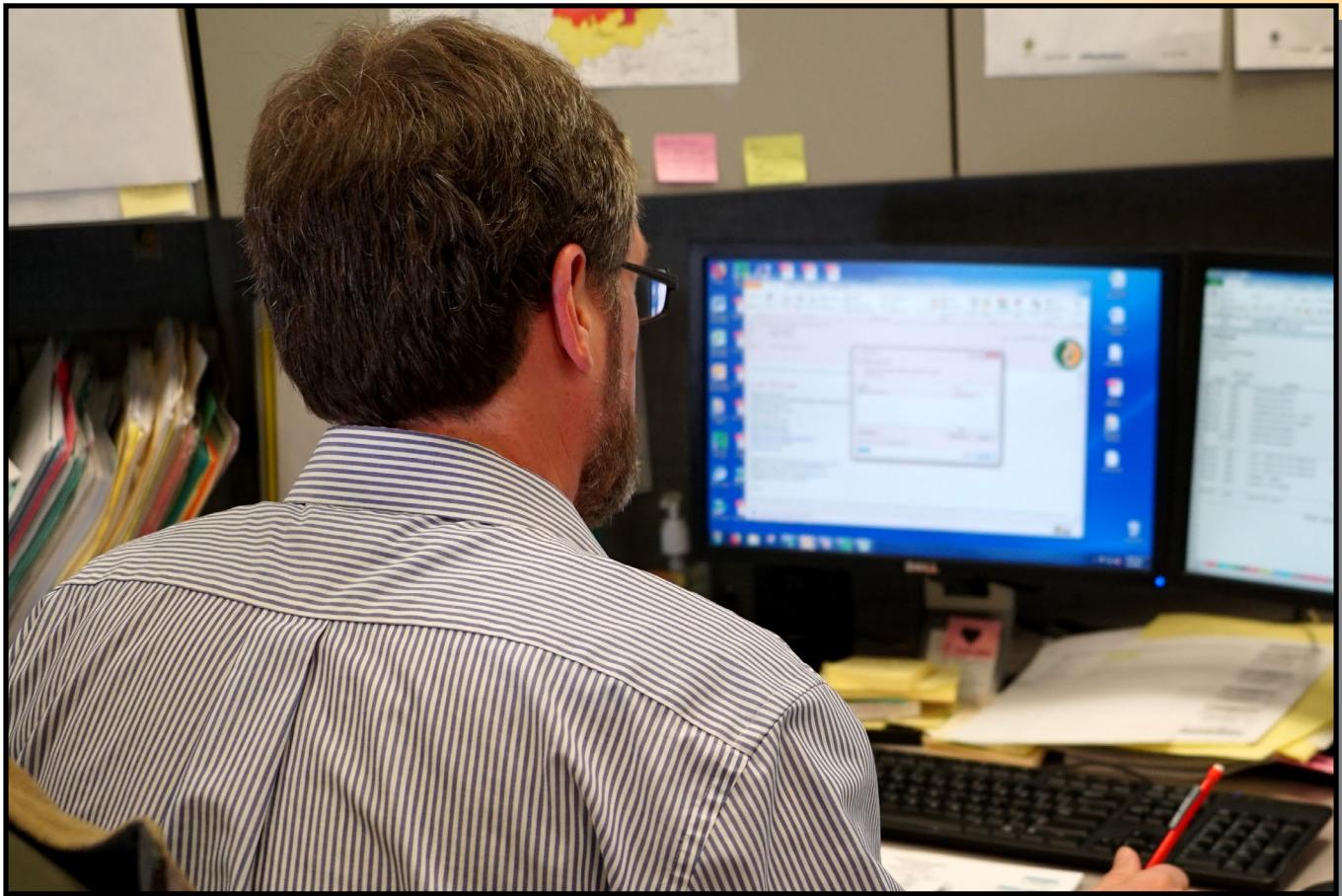
In order to ensure that all NYS educators are aware of and able to address ELL needs all teachers and administrators must receive Professional Learning related to serving ELLs as required by Commissioner's Regulations Part 154-2.3 unless the NYSED waiver has been approved by the district. Professional Learning should meet the guidelines outlined in the [Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning](#) document.

Bilingual Education and World Languages

1. Plan and offer ongoing, personalized and differentiated professional learning for teachers and staff.
2. School staff should receive training on remote learning protocols and systems including how:
 - a. to utilize collaborative models of instruction, co-planning, and shared best practices
 - b. to record attendance and absences
 - c. to utilize a learning management system and other digital tools
 - d. to promote student independent, engagement, and critical thinking
 - e. to provide effective and meaningful feedback
 - f. to promote peer to peer interaction
 - g. to provide collaborative and cooperative learning with peers who have mastery in English or are non-ELL
3. Teachers should have opportunities to plan collaboratively and participate in professional development as they prepare to deliver instruction in new ways to:
 - a. meet across and within grade levels to plan for instruction and develop strategies for adjusting existing curriculum to support continuous learning.
 - b. develop plans to assess student learning progress and gaps at the beginning of and throughout the school year
 - c. develop instructional support plans to fill potential gaps in student learning
4. Professional development should be provided to design equitable instruction for both remote and in-person instruction while focusing on building positive relationships and rapport with teachers, students, and parents/guardians.
5. Teaching staff should receive training on
 - a. scaffolding and differentiating instruction with an emphasis on academic language proficiency
 - b. building vocabulary in the four domains of listening, speaking, reading, and writing
 - c. research-based practices to increase ELL achievement
 - d. Implement the practices described in the [Culturally Responsive-Sustaining Education Framework during hybrid or remote learning](#).
6. OBEWL has created a [Resource Collection for ELLs and World Language Students](#) to support educators in adapting and developing lessons and units of study to meet the needs of ELLs at all levels of proficiency and develop appropriate scaffolds for use in the virtual classroom. In addition, the Regional Bilingual Education Resource Networks (RBERNs) have created a repository of professional learning videos, known as RBERN on Demand, which includes a section on technology integration for ELLs.



Staffing



Staffing

Staffing/Human Resources

Staffing Considerations

- Create a plan to ensure there is sufficient staff to carry out school operations. Is additional staff required?
- Review and update attendance policy for staff members. Communicate expectations among leadership and staff.
- Ensure that mental health resources are easily accessible and available. Are you offering additional support? If yes, make sure you communicate this information.
- Develop a plan to protect the safety and well-being of all staff, including those who are considered vulnerable. Will these staff members be able to conduct their job responsibilities from home?
- Prepare communication messaging and materials for staff.
- Ensure staff receive necessary training on updated protocols, policies and guidelines.
- Ensure staff have access to PPE and have received training on expectations of use and proper disposal.
- Develop and review a return-to-work protocol after quarantine. Share protocol with staff. Adjust as necessary in accordance with federal, state and local guidance.
- Engage and communicate expectations to the union groups regarding isolation and return-to-work protocols.
- Encourage employees to perform daily self-screening before arriving to work.
- Develop and provide employees with a self-checklist for at home self-screening.
- Provide guidance and resources to the HR team to ensure preparedness for inquiries or reports of symptomatic employees prior to shift.
- Monitor absenteeism and have a roster of trained backup staff.
- Designate a staff person to be responsible for responding to COVID-19 concerns and ensure that all employees know who this person is/how to contact them (recommended staff person is familiar with FMLA, FFCRA, etc.).
- Do faculty/staff have adequate technology/broadband at home for remote working/teaching?
- Review instructional certifications for validity and possibility of incidental teaching, if necessary.
 - > Assist teachers and applicants with obtaining certification under Emergency COVID 19 Guidelines per <http://www.highered.nysed.gov/tcert/>
- Recruit and hire additional substitutes to cover absences due to COVID 19
 - > Communicate to substitutes regarding new protocols and procedures.
- Each district should fully implement its currently approved APPR plans each school year pursuant to Education Law 3012-d.

Social Distancing in the Workplace Protocol

- Develop and distribute protocol to all employees.
- Things to consider in the protocol:
 - > Workstations/cubicles, desk placements

- > Staggered start and end times
- > Staggered lunch and break times
- > Refrigerator lunch storage
- > Evaluate restrooms for spacing and possibly increase daily cleaning.
- > Signage.
- > Installation of barriers in cafeterias or public-facing offices.

Isolation Protocol

- Develop an isolation protocol for employees who become ill at work or demonstrate symptoms at work.
- Things to consider in the protocol:
 - > Identify a responsible person “Isolation Coordinator” for each location.
 - > Provide training on the protocol to Isolation Coordinator.
 - > Establish procedures for safely transporting anyone sick home or to a healthcare facility.
 - > Advise sick staff members not to return to work until they have met CDC criteria to discontinue home isolation.

COVID-19 Federal and State Leave Laws For School Districts

- Review protocol and FMLA forms developed to comply with FFCRA.
- Ensure federal and state laws and leave notification expectations are properly communicated to staff members.
- Refer to the attached chart for various applicable COVID-19 specific leave possibilities.

Qualifier for Leave	Federal Paid Sick Leave Two weeks leave, a max of 80 hours	Expanded FMLA Up to 12 Weeks	NY Emergency Paid Sick Leave 14 Days or Duration of Order
1 Employee is subject to quarantine or isolation order.	Regular rate of pay up to a max rate of pay not to exceed \$511 per day, max during full leave period of \$5,110. Pro-rated for part-time employees.	No Benefit	Available after federal leave has been exhausted or the State's benefit exceeds the Federal. Example, if an employee is still subject to an order of quarantine on the 15 th day, the employee would still be entitled to their regular rate of pay under NY leave.

Staffing

2	Employee has been advised to self-quarantine by a health care provider.	Employee receives regular rate of pay up to a max rate of pay not to exceed \$511 per day, max during full leave period of \$5,110. Pro-rated for part-time employees.	No Benefit	No Benefit
3	Employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis.	Employee receives regular rate of pay up to a max rate of pay not to exceed \$511 per day, max during full leave period of \$5,110. Pro-rated for part-time employees.	No Benefit	No Benefit
4	Employee is caring for an individual who is subject to quarantine or isolation order or the individual has been advised to self-quarantine by a health care provider.	Employee receives 2/3 regular rate of pay up to a max rate of pay not to exceed \$200 per day, max during full leave period of \$2,000. Pro-rated for part-time employees.	No Benefit	No Benefit
5	Employee is caring for their son or daughter whose child care provider or school is closed.	Employee receives 2/3 regular rate of pay up to a max rate of pay not to exceed \$200 per day, max during full leave period of \$2,000. Pro-rated for part-time employees.	Benefit reduced if employee has taken FMLA in the past 12 months. First 2 weeks are unpaid, however, the employee can apply for the Federal Sick Leave and receive the first 2 weeks under paid sick leave.	No Benefit

6	Employee is experiencing substantially similar conditions to COVID-19.	Employee receives 2/3 regular rate of pay up to a max rate of pay not to exceed \$200 per day, max during full leave period of \$2,000. Pro-rated for part-time employees.	No Benefit	No Benefit
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REASONABLE ACCOMMODATIONS UNDER ADA AND COVID-19

- Employers may request information from the employee during the “interactive process” to determine if the employee’s medical condition/diagnosis is a disability under the American with Disabilities Act (ADA). When an employer has information that a disability may interfere with an employee’s ability to perform their job, the following steps may be taken:

Engage in the interactive process. If the employee discloses the need for assistance due to a disability, continue with the following steps.

- Determine whether there is medical documentation or other reliable, objective information to conclude that the employee has a physical or mental impairment that substantially limits a major life activity.
- Review the employee’s job description and determine the essential functions of the job. Identify nonessential job tasks that may be reassigned to other employees for purposes of accommodation.
- Discuss possible accommodations with the employee, his or her health care providers, and supervisors who have knowledge of the worksite and the job. Engage other professionals, such as the employee assistance program (EAP) counselors or a vocational or rehabilitation counselor, as appropriate.
- Determine whether the employee’s request for a reasonable accommodation creates an undue hardship for the employer. If so, suggest and discuss alternative reasonable accommodations.

Obtain medical information (if necessary). When the disability and/or the need for accommodation is not obvious, the employer may ask the individual for reasonable documentation about his or her disability and functional limitations.

- If documentation from a health care provider is necessary, have the employee sign a medical release form.
- Provide the employee with an ADA medical accommodation certification form or appropriate FMLA paperwork to be completed by his or her health care provider.
- Provide a copy of the job description to the health care provider and have the provider indicate what major life activity or activities are limited.

Identify the existence of a direct threat. Direct threat under the ADA is “a significant risk of substantial harm.” An assessment of direct threat should be based on valid medical analyses and/or other objective evidence, not on speculation. This is a very narrow exception that may warrant denial of an accommodation and/or termination of employment.

Staffing

- Determine whether the employee is a direct threat to himself or herself or to others in the performance of the job tasks.
- Document the direct threat by identifying the risk caused by the limitation, the potential harm that could result, and the medical or observable facts on which the risk is based.

Retain documentation.

- Identify and document the reasonable accommodation given, the reason no accommodation was needed or why the accommodation request was denied.
- Keep all medical information in a file that is separate from the employee's personnel file.

Types of questions to consider asking during the interactive process:

- > How does the disability create a limitation?
- > How will the requested accommodation address the limitation?
- > Whether there is another form of accommodation that could effectively address the request.
- > How will the proposed accommodation enable the employee to continue performing the essential function of their job?
- > Is the requested accommodation reasonable or will it create an undue hardship?
- > If the accommodation is made, can the employee continue to perform the core functions of their duties?

During the reasonable accommodation process, if the employer takes an employment action using guidance from CDC, DOH or any other state or federal agency, you should document the guidance that you followed in your decision making. This will be useful if you are required to defend the reasoning behind the employment decision.

Personal Protective Equipment (PPE)

Masks/Face shields

Recommendations about masks/face shields and other PPE may change due to executive order or improved availability.

- As N95 respirators become available, prioritize this equipment for nurses, those in other high-risk positions.
- Adapt and implement Centers for Disease Control and Prevention (CDC) strategies for healthcare to optimize the supply of PPE and equipment, and best practices to sustain PPE supplies.
- Implement decontamination and reuse strategies of filtering facepiece respirators as contingency and crisis capacity measures.
- Will employers be responsible for providing masks?
- What types of masks/face shields should schools be looking to order?
- What if a student/staff member does not have the ability to purchase/obtain a face mask on their own?
- What if a student/staff member does not have the ability to launder masks or face coverings?

Training Topics for Staff

- COVID-19 disease symptoms.
- COVID-19 transmission.
- Maintaining strong immune systems.
- Basic safety practices, hand hygiene, respiratory etiquette, social distancing.

- Self-monitoring, employee health checks.
- Employer responsibilities.
- Employee responsibilities.
- Transfer of hand sanitizer to smaller containers.
- Use of face masks (donning/doffing) (cloth masks vs. disposable masks vs. N95 respirators).

PPE

- Employer/employee OSHA requirements.
- Reuse (sanitizing, cleaning).
- Respirator protection.
- Cleaning and disinfection.
- Signage and labeling.
- Altered work practices during COVID-19 pandemic.
- Pre-return to work trainings.
- Review of all protocols with contract salaried employees
- Training for temperature screeners and isolation coordinators

Mental Health

Upon arrival back to school, both students and staff may require mental health services.

Considerations for staff well-being & morale:

- Leaders are visible.
- Frequent communication with employees.
- Timely response to questions with the information currently available, even if the answer is we don't know right now to dispel myths and rumors.
- Employees are reminded of any existing employee assistance program (eap)
- Employees are provided additional alternative resources to help manage stress & anxiety (i.e. additional PD topics available in Safe Schools or BOCES PPD online).
- Training of key Administration on protected concerted activity in a union and non-union setting.
- Health and safety concerns brought by staff are addressed promptly.
- Review non-discrimination policies and recirculate as needed.
- Training Administrators on how to respond to offensive or discriminatory comments regarding the coronavirus and/or certain groups of individuals.

Policy Updates:**HIRING Practices & Policies:**

- Have staffing needs changed?
- Have you received a demand for impact bargaining?
 - > Review procedures and requirements of impact bargaining with Employee/Employer Relations Office.

Staffing

- Use remote interviewing techniques as much as possible.
- Update onboarding practices.
- Train Administrators regarding do's and don'ts of pre-employment inquiries concerning medical conditions.

Communications:

Establishing a clear communication plan will allow employees and substitutes to understand how the organization plans to reopen or re-establish business processes.

Topics to cover may include:

- How staying home if sick and physical distancing policies are being used to protect staff and students.
- Detail what training on new workplace safety and disinfection protocols have been implemented.
- Have exposure-response communications ready to go to any affected staff and students.
- Post in a conspicuous place such as where your current labor law posters are located: the CDC Symptoms Guidelines, the Federal Covid 19 Leave Poster and a reminder of Employee Assistance Programs that are available to employees.
- Have media communications ready to release on topics such as return-to-work timetables, safety protections in place, and how else the district is supporting staff and students. Prepare to respond to the media for workplace exposures.

Travel Advisory:

Governor Cuomo recently implemented travel restrictions to and from certain states. If you are planning travel, we strongly recommend reviewing the guidance contained in the website below before going on your trip. Pursuant to the Governor's Executive Order 202.45, there is a possibility that any required period of quarantine may not result in paid leave time.

<https://coronavirus.health.ny.gov/covid-19-travel-advisory>

The details of the Governor's travel advisory are being updated regularly so please review the Restricted States and implications prior to leaving for your destination. If you have any questions, please contact Human Resources for additional information.



Teacher and Principal Evaluation System



Teacher and Principal Evaluation System

Consistent with research and best practices, NYSED believes that well-designed and implemented teacher and principal evaluations (“Annual Professional Performance Review”; “APPR”) are an important tool to help support educator growth and development. With this goal in mind, the measures that are used as part of an annual evaluation should provide useful information to district administrators and the educators who are being evaluated that helps support educators and leverage their expertise. In turn, this helps ensure equitable access to effective educators for all students so that students are given the skills to succeed.

In this unprecedented time of school closures, LEAs are facing new challenges in evaluating and supporting their professional staff. Although LEAs should not penalize their educators as a result of the challenges to learning presented by the COVID-19 crisis, they must still make sure students are being taught as effectively as is practical to expect. Therefore, providing support that teachers and school leaders require is critical at this time.

Providing feedback and support to educators through the evaluation process can both equip them as they adjust their practice to distance learning, as well as guide focus areas for future growth once students and teachers return to their physical classrooms.

The following section includes information about the mandatory requirements and recommended practices for LEAs as they prepare for the 2020-2021 school year.

Reopening Plan Mandatory Requirements

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

Considerations for Reopening Plans

- Each educator’s evaluation must include at least one required student performance measure (SLOs for teachers; SLOs or an input model for principals). The Commissioner’s regulations for student performance measures are inherently flexible and are designed to encourage educators to be systematic and strategic in their instructional decisions. These measures are intended to increase the quality of discussions taking place in LEAs, schools, and classrooms that focus on student growth and learning, provide clearer indications of when and how to adjust instruction to meet students’ needs, and support more targeted professional learning opportunities.
- LEAs should review their current systems for developing and implementing student performance measures in light of their plans for teaching and learning. Doing so can help to streamline the evaluation process by reducing unnecessary paperwork or time taken away from instructional preparation.
- LEAs should also review the assessment(s) that were chosen as the evidence of student growth in the approved APPR plan to ensure that these assessment(s) are aligned with their instructional plans for the coming school year and do not result in any testing of students that is not necessary to support teaching and learning. Similarly, LEAs should review their processes for setting growth targets and measuring student growth to ensure strong alignment to instructional priorities. Understanding that learning and demonstrating understanding during the COVID-19 crisis has taken on new complexities, what is locally determined to be a year’s worth of growth may look different from previous years.
- The Observations/School Visits subcomponent for educators can also be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model.
- Elements of the teacher and principal practice rubrics locally selected by the LEA should be reviewed to determine the priority areas depending on the given instructional model. As a reminder, LEAs must designate the subcomponents of a rubric that they deem to be observable. This may be all subcomponents in the

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rubric, or a limited number of observable rubric subcomponents for focus.

- LEAs should review the practice rubrics in collaboration with their educators to determine the types of evidence that could be collected and used for evaluation in each instructional model with the priority on collecting authentic evidence of practice that can be used to provide feedback and support to educators.
- For those LEAs who desire greater flexibility when designing an evaluation system that is responsive to local context, the most recent APPR regulations adopted by the Board of Regents include an option for LEAs to submit an APPR Variance to develop and implement a new and innovative evaluation plan.
- While some aspects of New York State's evaluation system are prescribed by the law, several key decisions are described in regulations. The variance process allows an LEA to implement a system which varies from what is outlined in the Commissioner's regulations and through the Department's guidance documents, so long as it is still consistent with the minimum statutory requirements. This additional flexibility may be especially important to LEAs as they work to re-open schools.
- LEAs may apply for an APPR variance through the NYSED Business Portal for one or more of the requirements of APPR (e.g., student performance category, observations) that meets the specific needs of the applicant.

Resources

Please visit the Office of Educator Quality and Professional Development's website for further information related to Teacher and Principal Evaluation, including:

- [APPR Guidance](#)
- [SLO Guidance, Tools, and Resources](#)
- [Memos to the Field](#)

Certification, Incidental Teaching and Substitute Teaching

Emergency COVID-19 Certificates

Candidates who are seeking certain certificates and extensions may be eligible for the Emergency COVID-19 certificate, allowing them to work in New York State public schools or districts for one year while taking and passing the required exam(s) for the certificate or extension sought.

- Certificates. The Emergency COVID-19 certificate is available for candidates who are seeking one of the following certificates that require exam(s): Initial or Professional certificate in the classroom teaching service*, Initial or Professional certificate in the educational leadership service (School Building Leader, School District Leader, School District Business Leader), Initial Reissuance, Teaching Assistant certificate, School Administrator and Supervisor (SAS) Provisional Renewal, Supplementary certificate, Transitional A certificate through the Option B pathway, Transitional B certificate, Transitional C certificate, or Transitional D certificate.
- Extensions. The Emergency COVID-19 extension is available for candidates who are seeking the following extensions.
 - > Extensions that require an exam: Bilingual Education extension, Gifted Education extension, Subject in Grades 7-9 extension, or Subject in Grades 5-9 or 7-12 for Students with Disabilities extension.
 - > Extensions or annotations that do not require an exam, if candidates hold an appropriate valid Emergency COVID-19 base certificate (please see above bullet): American Sign Language extension, Coordinator of Work-Based Learning Programs for Career Awareness extension, Coordinator of Work-Based Learning Programs for Career Development extension, General Science in Grades 5-9 and 7-12, Grade Level Extensions to Teach Students with Disabilities, Language Other Than English

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- Early Childhood Education and Childhood Education Extension, Severe or Multiple Disabilities annotation, Specific Subject in a Special Class in Grades 7-12 Limited Extension, Subject in Grades 5-6 Extension, or Supplementary Bilingual Education extension.
- Deadline for Applications. Candidates must apply for the non-emergency certificate or extension sought on or before September 1, 2020 (e.g., Initial Childhood Education certificate). They must also apply for the Emergency COVID-19 certificate or extension, in the same title as the non-emergency certificate or extension (e.g., Childhood Education), on or before September 1, 2020. If candidates only have a dis approved or withdrawn application for the non-emergency certificate or extension on file (e.g., Initial Childhood Education certificate), they must submit a new application and fee for the non-emergency certificate or extension as one of the requirements for the Emergency COVID-19 certificate.
- Application Fees. There is no fee to apply for the Emergency COVID-19 certificate. Candidates must pay the application fee for the non-emergency certificate or extension sought.
- Application Process. To apply for the Emergency COVID-19 certificate or extension, select “Emergency COVID-19” as the certificate type during the application process in [TEACH](#).
- Validity Period. The Emergency COVID-19 certificate and extension are valid for one year.
- Certificate Requirements. The requirements for the Emergency COVID-19 certificate and extension are described through the following links. They are also available on the [Search Certification Requirements webpage](#).
 - > [Emergency COVID-19 certificate](#)
 - > [Emergency COVID-19 extension](#)
- Renewal. If candidates have not earned passing score(s) on the required certification exam(s) prior to the expiration date of the Emergency COVID-19 certificate, they can apply for a one-time, one-year extension of the certificate that extends the first Emergency COVID-19 certificate expiration date by one year. For renewal, candidates must receive a recommendation for the renewal from a principal and the superintendent in the New York State school district in which the candidate is employed, or a recommendation for the renewal from the BOCES District Superintendent in the BOCES in which the candidate is employed.
- Certificate or Extension Issuance. When candidates take and pass exams, the passing scores are posted in TEACH and the exam requirements are automatically marked as “Met” on the application of the certificate or extension sought. For candidates who hold an Emergency COVID-19 certificate in the same certificate title, the certificate or extension sought will automatically issue in TEACH when all exam requirement(s) are met.
- Transitional B, C, or D certificate;
 - > Held an Initial teacher or school building leader certificate, have less than three years of experience, and are seeking an Initial Eligible Candidates. Examples of candidates who may be eligible for the Emergency COVID-19 certificate include, but are not limited to, those who:
 - Complete or completed a New York State registered teacher or educational leadership preparation program leading to Initial or Professional certification, or a registered extension program, prior to the Fall 2020 term, including traditional programs and Transitional B, C, and D programs;
 - Graduate or graduated from an acceptable out-of-state teacher or educational leadership preparation program and have less than three years of acceptable experience in another state prior to the Fall 2020 term (e.g., not eligible for the “[Endorsement of a Certificate pathway](#)”);

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- Are seeking Initial or Professional teacher certification through the "Individual Evaluation" pathway;
- Are seeking a Teaching Assistant certificate and have not passed the Assessment of Teaching Assistant Skills (ATAS);
 - > Are seeking a Transitional A certificate through the Option B pathway, or a Reissuance;
 - > Hold or held a Transitional G certificate, or have acceptable postsecondary teaching experience, and are seeking an Initial or Professional teacher certificate; and
 - > Hold a valid New York State teacher certificate and are seeking an additional Initial or Professional teacher certificate, Supplementary certificate, or certain extensions.

* The Emergency COVID-19 certificate is not available for candidates who are seeking the following career and technical education (CTE) certificates because these certificates do not require a [NYSTCE](#) exam: Initial CTE certificates, Professional CTE Certificate through the "CTE Certificate Progression - Initial/Transitional A Issued Prior to 5/9/2017" pathway, and Professional CTE certificate through the "CTE Program Certificate Progression - Initial/Transitional A Issued Prior to 5/9/2017" pathway.

Extension of Certain Certificates Expiring On August 31, 2020 COVID-19 Update: Extension of Certain Certificates Expiring on August 31, 2020

May 4, 2020. The Initial certificate, Initial Reissuance, Conditional Initial certificate, Provisional certificate, and Provisional Renewal are valid for a limited period of time. These time-limited certificates have an expiration date of either August 31 or January 31, depending on the effective date of the certificate.

In response to the COVID-19 crisis, educators who hold an Initial certificate, Initial Reissuance, Provisional certificate, or Provisional Renewal with an expiration date of August 31, 2020 will have the expiration date extended to January 31, 2021 in order to provide them with the time needed to complete the requirements for the next level certificate. These certificates have been automatically extended to January 31, 2021 in the TEACH online system.

In addition, educators who hold a Conditional Initial certificate with an expiration date of August 31, 2020 will have the expiration date extended to August 31, 2021 in order to provide them with the time needed to complete the edTPA requirement for the Initial certificate. This certificate has been automatically extended to August 31, 2021 in the TEACH online system.

COVID-19 Update: Expiring Teaching Assistant Certificates and Experience Under the Emergency COVID-19 Teaching Assistant Certificate

June 9, 2020. In response to the COVID-19 crisis, individuals who hold a Teaching Assistant Level I certificate, Level I Renewal, Level II certificate, Pre-Professional certificate, and Pre-Professional Renewal with an expiration date of August 31, 2020 will have the expiration date extended to January 31, 2021 in order to provide them with the time needed to work in schools and complete the requirements for the next level Teaching Assistant certificate. These Teaching Assistant certificates have been automatically extended to January 31, 2021 in the TEACH online system.

In addition, teaching assistant experience that is gained while an individual holds the Emergency COVID-19 Teaching Assistant certificate can satisfy the experience requirement for the Teaching Assistant Level II, Level III, and Pre-Professional certificates. Information about the emergency certificate is available on the [Emergency COVID-19 Certificate webpage](#).

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COVID-19 Update: Extension of Initial and Provisional Certificate Extensions Expiring on August 31, 2020

July 14, 2020. In response to the COVID-19 crisis, individuals who hold an extension of an Initial or Provisional certificate (e.g., Bilingual Education extension) with an expiration date of August 31, 2020 will have the expiration date extended to January 31, 2021 to correspond with the expiration date of their base Initial and Provisional certificate that was already extended from August 31, 2020 to January 31, 2021. The expiration date of the extensions will automatically be changed to January 31, 2021 in the [TEACH online system](#).

COVID-19 Update: Extension of the Subject Area Certification Requirement and SOCE Application Deadline for Special Education Teachers Who Teach a Special Class in Grades 7-12

April 6, 2020. The following subject area certification requirement for certain special education teachers was described in a [December 2019 memo](#).

Effective July 1, 2020, all certified special education teachers who teach one or more subject areas in a special class in grades 7-12, with some or no students under alternate assessment, must either:

- be certified in each subject area that they teach, or
- meet the teaching experience requirement for the statement of continued eligibility (SOCE) and have an active SOCE application in the TEACH online system in each subject area that they teach.

The Department recognizes the unprecedented challenges that district administrators, teachers, and staff are facing during the COVID-19 outbreak and the need to focus all efforts on supporting the students and families they serve. For this reason, the Department is making the following changes related to the subject area certification requirement SOCE, and limited extension to allow for additional time to complete these requirements. These changes are described in a [memo to the field](#).

- Subject Area Certification Requirement. The effective date for the above subject area certification requirement for special education teachers who teach one or more subject areas in a special class in grades 7-12 is extended from July 1, 2020 to July 1, 2021. The requirement otherwise remains the same.
- SOCE Application Deadline. The SOCE application deadline is extended from June 30, 2020 to June 30, 2021.
- Teaching Experience. The date by which special education teachers must complete the teaching experience for the SOCE, or the teaching experience for one of the six pathways in the limited extension, is extended from June 30, 2020 to June 30, 2021. This full-time special education teaching experience must be in a special class in grades 7-12 in the subject area of the SOCE or limited extension sought, during which time they would have been considered Highly Qualified through passing a Housse rubric in the subject area of the SOCE or limited extension sought. The [SOCE](#) and [limited extension](#) webpages provide additional details about the teaching experience requirement.

By extending the SOCE application deadline, districts gain the time needed to identify staff who are eligible for the SOCE, inform them about the application process and any supports provided, and submit the materials needed for the applications. In addition, extending the teaching experience date gives special education teachers the opportunity to gain more full-time, acceptable teaching experience for the SOCE or limited extension.

Incidental Teaching Flexibility

COVID-19 Update: Incidental Teaching Flexibility

July 14, 2020. A superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed five classroom hours per week, when no certified or qualified teacher is available.

However, in response to the COVID-19 crisis, a superintendent of schools may assign certified teachers to teach a subject not covered by their certificate for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment.

Substitute Teaching Flexibility

COVID-19 Update: Substitute Teaching Flexibility

July 14, 2020. During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district or BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the district superintendent (for BOCES's and districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component district of a BOCES) certifies that the district or BOCES, as applicable, has conducted a good faith recruitment search for a properly certified candidate and determined that there are no available certified teachers that can perform the duties of such position. In rare circumstances, a district or BOCES may hire a substitute teacher beyond the 90 days, if a district superintendent or superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

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Student Teaching



Student Teaching

Commissioner's Regulations Section 52.21(b)(1) (xvi) defines student teaching as follows:

Student teaching means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.

Considerations for Reopening Plans

- The Board of Regents and State Education Department strongly encourage school districts to continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year.
- Student teachers can play important roles in terms of bridging gaps related to remote/online instruction, and in supporting the teachers of record and the students, especially during these challenging times.
- School districts should work with the College/University Educator Preparation Programs to identify appropriate ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills.
 - > It is important to remember that a student teacher may not serve as the teacher of record in a classroom and must be under the direct supervision of a certified teacher who is the teacher of record.

Please visit the Office of College and University Evaluation's website

<http://www.nysed.gov/college-university-evaluation> for further information.

Roles for Student Teachers

1. Student teachers are seeking rich clinical experiences in a variety of settings, which allows flexibility for determining their roles.
2. Student teachers may:
 - a. Lead small group instruction (in-person to help with social distancing).
 - b. Co-teach with cooperating teachers while maintaining social distancing.
 - c. Manage online classrooms for asynchronous hybrid sessions under the direction of the cooperating teacher while s/he instructs students face-to-face.
 - d. Provide small group tutoring on specific subjects.
 - e. Implement modifications or accommodations for students with special needs.
 - f. Provide 1:1 tutoring based on student need.
 - g. Provide remote small group instruction synchronously while the cooperating teacher instructs students face-to-face.
 - h. Provide technical assistance and guidance to students and parents.
 - i. Develop online material or assignments.
 - j. Pre-record direct-instruction videos.
 - k. Design virtual mini-lessons.
 - l. Participate in classroom specific research and/or projects.



COMPONENT DISTRICTS

