



Orleans/Niagara BOCES Reopening Plan

4232 Shelby Basin Road, Medina, NY 14103

716-731-6800

Dr. Clark Godshall, District Superintendent
Wayne Van Vleet, District COVID-19 Safety Coordinator

July 31, 2020

Table of Contents

Acknowledgements	2
Introduction	2
Communication/Family and Community Engagement	4
Health and Safety	5
Space Design and Capacities	15
Closure Considerations	20
Facilities Operations	21
Child Nutrition	23
Transportation	24
Social Emotional Well-Being	28
School Schedules	29
Attendance, Attendance Reporting and Chronic Absenteeism	31
Technology and Connectivity	32
Teaching and Learning	33
Professional Development/Training	35
Career and Technical Education (CTE)	37
Extracurricular Activities	37
Before and Aftercare Programs	37
Special Education	37
Bilingual Education and World Languages	38
Staffing	38
Key References	39

Acknowledgements

Dedicated members of the Orleans/Niagara BOCES staff served as contributors to the Orleans/Niagara BOCES Reopening Plan. Many thanks to their expertise and dedication not only to the outstanding educational experience of our students, faculty and staff, but also for making the health and safety of our education community their top priority during the COVID-19 global pandemic. Those members represented the diversity of our large organization, including members from each of our collective bargaining units, parents, faculty, staff, students and administration.

Introduction

At Orleans/Niagara BOCES (hereinafter sometimes referred to as “O/N BOCES”, “BOCES”, or “the BOCES”) our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define guidance for the reopening of our schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

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

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

Community Education Center, Kathleen Bongiovanni, Coordinator (T# 716-731-6800 Ext. 4423)

LaSalle Prep Learning Center: Brenda Good (T# 716-286-4141)

Orleans Career & Technical Education Center: Michael Mann, Principal (T# 716-731-6800 Ext. 2230)

Orleans Learning Center: Krista Macomber, Principal (T# 716-778-6469)

Niagara Career & Technical Education Center: Leslie Tanner, Principal (T# 716-731-6800 Ext. 4442)

Niagara Academy: Amanda Bennett, Principal (T# 716-731-6800 Ext. 4480)

Newfane Learning Center: Krista Macomber, Principal (T# 716-778-6469)

Niagara Falls Learning Center: Brenda Good, Principal (T# 716-286-4139)

North Tonawanda Learning Center: Ann Logel, Principal (T# 716-807-3570)

North Tonawanda High School: Ann Logel, Principal (T# 716-807-3570)

Royalton-Hartland Learning Center: Paulette Hamilton-Koehler, Principal (T# 716-731-6800 Ext. 4272)

Workforce Training Center: Kathleen Bongiovanni, Coordinator (T# 716-731-6800 Ext. 4423)

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

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

Mr. Wayne Van Vleet will serve as the BOCES' COVID-19 Coordinator. He will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the BOCES is in compliance and following the best practices per state and federal guidelines.

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

Guiding Principles

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

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

7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

Communication/Family and Community Engagement

To help inform our reopening plan, O/N BOCES has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included virtual forums/meetings and one-on-one conversations.

The BOCES remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the BOCES website at <https://www.onboces.org/domain/201>, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, the BOCES has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The BOCES will use its existing communication modes – including but not necessarily limited to its website, email blasts, online trainings, written correspondence, social media, Zoom, WebEx, and Google G Suite for Education– as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

O/N BOCES Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling and all other information faculty, staff and families should be aware of. A close working relationship with our components is vital in this process.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.
- To provide communications in languages spoken at homes among families and throughout the school community.
- To provide communication to those with visual and/or hearing impairments.

O/N BOCES developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize

communication methods used by the BOCES to inform the school community. Information will be dispersed in a variety of platforms that include:

- The BOCES' website
- Call list/(All-call system forthcoming)
- Email blast
- Online and on-site training
- Correspondence (letters) to homes
- Social media accounts used by the BOCES
- Town Hall Meetings (Zoom, WebEx, Google suite , etc.)

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

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing signage, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on BOCES policies/procedures, including how to properly wear and dispose of a face mask/respirator.

Health and Safety

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

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

the local school districts may work with the Niagara County Department of Health and local hospital partners for situational awareness as needed.

The following protocols and procedures will be in place in all O/N BOCES schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at wvanvleet@onboces.org or 716-731-6800, ext. 2206.

Additional information regarding health and safety protocols can be accessed at the Orleans/Niagara BOCES website through the O/N BOCES website at www.onboces.org under COVID-19 or at the following Internet links: <https://bit.ly/33qeC4j>; and <https://bit.ly/30iNylv>.

To ensure employees and students comply with communication requirements, O/N BOCES will:

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

Facility Entry

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within O/N BOCES facilities will practice social distancing expectations:

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in point.
- A face covering must be worn by all individuals, students, staff, and visitors on O/N BOCES facilities when social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- All individuals may choose to utilize their own face covering, however face coverings can and will be provided by O/N BOCES daily.

Health Screening

- Health screening requirements and procedures, for faculty, staff, students, and visitors, will be consistent with the guidelines and directives from NYSDOH and NYSED.

- All faculty, staff, students, and visitors must follow all posted signage regarding daily screening practices and expectations.
- Prior to or upon entering an O/N BOCES location, faculty and staff must complete a medical screening questionnaire. This questionnaire is accessible through the O/N BOCES website at www.onboces.org under COVID-19 or at the following Internet link: <https://bit.ly/3feEK4k>. A QR code is available at main entrances that provides a direct link to the survey using an iPhone or android phone. Faculty and staff should complete this screening prior to arriving at work as requested.
- Although electronic filing of the health screening form is preferred, paper copies of the form will be available at check-in points. QR code available to complete:



- Faculty and staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes during the day must contact their supervisor immediately and await further instruction.
- Students who are transported to BOCES by bus from their home districts will follow the screening procedures of their home districts. This expectation has been communicated to all component school districts. Those students may be allowed to enter BOCES locations without further screening.
- Other students will be screened for temperature at arrival, if that was not previously completed.
 - Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus.
- Individuals will be screened using common questions that appear on the health screening form that can be accessed at the following Internet link: <https://bit.ly/3feEK4k>. The BOCES' COVID-19 Safety Coordinator will immediately be informed of any affirmative responses.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- Multiple individuals entering the building simultaneously will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.
- Corridors will be created (outside, but preferably covered) where individuals can enter the facility when in-person screening is utilized.
 - Multiple lines and entrances will be coordinated, if needed to reduce crowding.
 - Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.

- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspected or Confirmed COVID-19 Case section for guidance.

Social Distancing (Faculty, Staff, Students, and Visitors)

- All faculty, staff, students, and visitors must follow posted signage and communicated requirements regarding social distancing practices and expectations.
- All faculty, staff, and visitors will refrain from physical contact with one another to the greatest extent practicable.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele-conferencing or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Protective Equipment (PPE) (Faculty, Staff, Students, and Visitors)

- All faculty, staff, students, and visitors must follow all posted signage regarding PPE practices and expectations.
- O/N BOCES will provide employees and students with an acceptable face covering at no-cost and have an adequate supply of coverings in case of replacement.
- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- Training will be provided to all staff members and students on the proper use of face coverings including: How to wear face coverings appropriately; how to put on and remove face coverings; and proper care of face coverings.
- Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.
- Students may remove face covering during instruction if they are seated and socially distanced, while eating meals, or with the permission of their teacher. The only exception to the mask requirement is that students whose physical or mental health would be impaired by wearing a mask are not required to do so. This will be handled on a case-by-case basis or according to a student's Individual Education Plan (IEP).

- Visitors are required to wear face coverings at all times, unless otherwise instructed by a O/N BOCES staff member.
- When in contact with shared objects or frequently touched areas, gloves will be provided; employees, students, and visitors are encouraged to wash hands before and after contact.
- Touching of shared objects and surfaces is discouraged. Examples of some frequently touched areas in schools include classroom desks and chairs, lunchroom tables and chairs, door handles and push plates, handrails, kitchen and bathroom faucets, light switches, handles on equipment (e.g., athletic equipment), buttons on vending machines and elevators, shared telephones, shared desktops, shared computer keyboards/mice, bus seats and handrails, etc.
- Frequently touched surfaces and objects will be cleaned and disinfected to further reduce the risk of germs on surfaces and objects.

Personal Hygiene

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

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
 - Adequate facilities and supplies for hand washing including soap and water;
 - Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can aerolize germs);
 - Use of no-touch/foot pedal trash can where feasible;
 - Encouraging frequent hand washing.
- Students and staff should wash hands as follows:
 - Upon entering the building and classrooms;
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a student with toileting;
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled;
 - When handwashing is not available use a hand sanitizer.
- Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:
 - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
 - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitors and Vendors: Practices

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings. Visitors and vendors must sign in with their identification through the Raptor system (where available), for a visitor badge.

Visitors

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- Visitors will check in at the main entrance or main office for temperature screening and to fill out the required health screening form that can be found by scanning the QR Code posted on all doors. Visitors must sign in with their identification through the Raptor system (where available) for a visitor badge.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- Visitor log documents must be maintained in each office.

Vendors

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- To the extent practicable, vendors will be required to submit to temperature screening and to fill out the required screening form that can be found by scanning the QR Code posted on all doors. Vendors must sign in with their identification through the Raptor (where available) system for a visitor badge.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via electronic meeting format when possible.
- All vendors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- Vendor log documents must be maintained in each office.

Training

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

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

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

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

Training for Screeners

Our BOCES and component district nursing staff when applicable will be familiar with CDC, OSHA protocols, and DOH guidelines in each building. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, temperature screenings and social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

Training topics for all staff and substitutes

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (various by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up
 - Staff who are sick or suspected to be sick
<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting
<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>

- No chemicals from home
- Transfer of hand sanitizer in smaller containers
- List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with an emphasis on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only

<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

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

When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
 - Train all non-food service staff on any meal service-related activities they will be responsible for.
- https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Cleaning and Disinfection

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

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

- Bathrooms
- Athletic training rooms (CTE), locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)

- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- School vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)

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

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

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

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

O/N BOCES will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

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

Suspected or Confirmed COVID-19 Cases

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. A school nurse is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient.
- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health

care provider, to follow up with a local clinic or urgent care center; Other considerations include:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - Opening outside doors and windows to increase air circulation in the area
 - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
 - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff, and visitors, if we are so informed .

Contact Tracing

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

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the O/N BOCES will do the following:

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

Return to School after Illness

The O/N BOCES has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

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

The O/N BOCES will refer to DOH's ["Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

The BOCES requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Requests for Accommodations

Requests for accommodations from faculty, staff, and students will be handled on a case-by-case basis with support from the Labor Relations office. Reasonable accommodations will be provided when and where needed.

Early Warning Signs

The BOCES' COVID-19 Safety Coordinator and/or other BOCES representatives will regularly confer with county health departments for guidance and for information regarding regional infection rates. The BOCES will follow guidance from NYSDOH and the local health departments, including regarding any action that must be taken if infection rates exceed the State-determined threshold.

The BOCES will collaborate with the local health departments to determine the parameters, conditions, or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

Space Design and Capacities

General Office Area

- All offices will be limited to 50% the rated occupancy for the space. Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable all offices and small spaces will be limited to one (1) individual at a time.

- In a multiple occupant office, occupancy will be reduced to 50% normal load in addition to maintaining at least 6ft of separation between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains will be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple use office settings as needed.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- Where possible O/N BOCES may establish additional shifts to reduce the number of employees in the worksite at one time.
- May stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits.
- Will reduce tasks requiring large amounts of people to be in one area.
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.
- If in-person meetings are essential, O/N BOCES will not exceed the recommended number of participants depending on local, state, and federal guidelines.

Conference Rooms

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

Break Rooms and Lunch Rooms

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside at the picnic table throughout the campus.
- Staggered break schedules may be utilized to assist with separation concerns.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be replaced with alternatives where possible.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

Copier Rooms/Areas

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

Elevators

- Unless unavoidable, e.g., Personal Care Aide, only one person in an elevator at a time.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

Restrooms

- To adhere to social distance, the number of simultaneous users in any bathroom will be limited.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Automatic hand dryer use will be discontinued and replaced with touchless paper towel dispensers.

Hallways/Stairwells

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

Classrooms

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

Nurse Stations

- All students and staff are required to wear appropriate face coverings.
 - N95 Respirator use for nurses should be limited to situations of suspected COVID-19
 - Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
 - Maintain social distancing of no less than 6ft.
 - Create “sick” and “well” zones.
 - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
 - Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
 - Physical separation will be achieved by utilizing:

- Individual exam rooms
 - Polycarbonate barriers where available.
 - Retractable dividing curtain walls or similar barriers.
- Isolation Room(s)
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.
 - Please see the Isolation Rooms section below for additional information.

Isolation Rooms

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available, nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.
- These rooms have been identified in each building:
 - Niagara Career & Technical Education Center - Room A2
 - Orleans Career & Technical Education Center - Room ALC
 - Niagara Academy - Room C36
 - Orleans Learning Center - Room E18
 - Newfane Learning Center - Room 229C
 - Roy-Hart Learning Center - Room 104A
 - North Tonawanda Learning Center - Room 187
 - North Tonawanda High School - Room 119
 - LaSalle Prep Learning Center - Room 216
 - Niagara Falls Learning Center - Room 145 Mini-Lab

Entrance Areas

Entrance areas at building.

- Where a multi-entrance design is used, check-in points will be established..
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers have been installed to protect all individuals.
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

Computer Labs

- The use of shared space and equipment use will be limited where feasible.
- Blocks of computers will be sectioned off to ensure social distancing is maintained.
- Tables of computers will be reconfigured so as to not face each other or a polycarbonate barrier will be installed to create a physical barrier.
- Cleaning and disinfection of computer labs and keyboard will be frequent
 - Keyboards should be wiped and disinfected before and after each use.
 - Keyboard covers may be utilized to aid in the cleaning and disinfection process.

- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

Library Spaces

- Soft covered surfaces that cannot be properly cleaned and disinfected may be removed, including:
 - Bean bag chairs
 - Upholstered couches or chairs
 - Area rugs
- Reconfigure space to ensure social distancing.
 - Tables will be limited to one individual at a time where applicable.
 - Polycarbonate barriers may be installed to create a physical barrier.
 - Where feasible, desks should be arranged so as to not face each other.
 - Small reading nook use should be discontinued unless:
 - limited to one person at a time.
 - Cleaned and disinfected routinely
- Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing.

Engineering Controls

- Portable hand sanitizing stations will be installed in the main entrances of each building.
- Hand sanitizer will be available in each entry, corridor, and classroom.
- Bathrooms
 - Limited to one occupant at a time.
 - Automatic hand dryer use will be discontinued
 - Soap dispensers are in place at each sink
 - Touchless paper towels dispensers are currently installed in most bathrooms
 - Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle
- Vestibules/Reception Areas
 - Barriers will be installed to provide protection for O/N BOCES staff and individuals visiting where social distancing cannot be maintained.
 - Barriers have been designed in accordance with New York State Fire Code.
- Water Fountains
 - As required by New York State Code a potable water supply will be provided per 150 occupants, but not less than one source per floor.
 - To reduce cross contamination the bubbler/drink spout has been removed or disabled.
 - Automatic/touchless bottle filling equipment is installed and available at some sites.
 - These appliances will be routinely cleaned and disinfected as described in the Cleaning and Disinfection Section.
- Floor Demarcations
 - All entrances or areas of static wait have floor signage installed allotting for a minimum of six (6) feet of separation between all individuals
 - All Corridor floors and Stairway treading may be fitted with stripping to indicate directional traffic flow and social distancing.

- Corridor doors will all be affixed open where practicable using electromagnetic hold-open devices to minimize the need to touch doors.
- Temperature Screening Equipment.
- Exterior Tenting and Corridors if utilized.
- Medical Isolation Tents if utilized.

Ventilation

O/N BOCES will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air will be made, if needed.
- Air handling systems have been inspected for function with higher MERV rated filters, if permitted.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
 - Options for replacement and modification to existing systems will be explored.
- Fan motors speeds may be increased where applicable to ensure volume and flow of 15cfm minimum.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive, processes may include:

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.

- In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
- In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
- Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - NYS COVID-19 Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).

Facilities Operations

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

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

The O/N BOCES has met the deadline for submission of Building Condition Survey and Visual Inspections. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

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

The following actions will be taken by the O/N BOCES, as needed:

- Continue to work with engineers to establish sufficient fresh air exchange.
- Drinking Water Facilities: Reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review.
- For offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission.

- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

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

Shelter-In-Place

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

Shelter-In-Place protocols will be the same with the following changes:

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

Hold-In-Place

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

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

Evacuate

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

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one

- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

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

Lockdown

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

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

Child Nutrition

The O/N BOCES does not operate any SFA programs. Child nutrition programs/lunch programs are contracted out to the school districts in which the school facility is located. Such programs are operated by participating component school districts who will adhere to the requirements. All communications will be provided by the SFA providing school districts through a variety of communication methods including website, social media, emails, newsletters, and regular mail and translated into the languages spoken by families.

School meals, as provided by component school districts, will continue to be available to all students, including those attending school in-person and those learning remotely. Such guidance is provided by the participating component school district.

Meals Onsite

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

The BOCES will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

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

Consider safety measures for students with food allergies.

1. Have students perform hand hygiene before and after eating.
2. Comply with the Child Nutrition Program requirements.
3. Communicate all protocol and procedures with parents in multiple languages as well as policies about meal service, eligibility, options, and changes in operations.
 - a. Communications will include program-specific information that details program activities that affect families such as:
 - i. availability of meals
 - ii. food allergies
 - iii. payment methods
 - iv. use of vending machines
 - v. a la carte sales
 - vi. outside food brought into the building, and
 - vii. restrictions on visitors during the meal service.
4. O/N BOCES will work with its contractors to ensure that food preparation and services including staffing are in compliance with the safety and sanitation standards developed by the NYSED.
5. Routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service touch pads.
6. Instruct students on how to appropriately wash hands and to not share food.
7. Use outdoor spaces or eat in the classroom to minimize students congregating in common areas. This will include scheduling food pick up.
8. In the case of a hybrid model or fully remote, O/N BOCES will cooperate with component school districts on methods that are most appropriate to the school site and considers equitable access to food (grab and go, curbside pick-up, delivery, etc.)

Meals offsite/remote

Component school districts shall describe how meals will be provided to students who are learning remotely.

Transportation

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

The sending school districts' students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced.

Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

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

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

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

All students are entitled to transportation by the component district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools.

Cleaning and Disinfecting as Provided by the Sending Districts

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

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

Bus protocols for a reported case of COVID-19 on a school bus as Provided by the Sending Districts

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

Students on Transportation as Provided by the Sending Districts

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of

COVID-19 and do not have a fever greater than 100 degrees prior to them boarding their method of transportation to school;

- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students must social distance (six (6) feet separation) on the bus;
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the district;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

Training (Office Personnel, Drivers, Mechanics, Aides) as Provided by the Sending Districts

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

Required Personal Protective Equipment (PPE) as Provided by the Sending Districts

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

Transportation Communication as Provided by the Sending Districts

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

Density Reduction, Social Distancing, Bus Capacity as Provided by the Sending Districts

- CDC guidelines suggest creating distance between children on the school bus when possible.
 - Seat one child per row, skip rows. This results in approximately six students on a 66-passenger bus. (90% capacity reduction)
 - Consider these restrictions when planning transportation routes.
- As a density reduction strategy, another consideration is to seat one student per row, all students wearing masks. (*Source: National council on school facilities and cooperative strategies*).
 - This results in approximately 22 students on a 66-passenger bus
- Allow siblings or those that live in the same household to sit together.
- Place floor decals or tape to indicate where students should sit and to mark six (6) foot distances in aisles.
- Sneeze guards to protect the driver.
- Do not seat students directly behind the driver.
- Provide hand sanitizer of at least 60% ethanol or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles.
- Provide additional adult supervision (monitors) on buses to manage social distancing.
- Students shall wear face masks (if required) while in transit when social distancing is not possible.
- If applicable, have an aide take student attendance/screening on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing.

Routing as Provided by the Sending Districts

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

Loading/Unloading & Pickup/Drop-off as Provided by the Sending Districts

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

Transporting to BOCES as Provided by the Sending Districts

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

Social Emotional Well-Being

In planning for our re-entry in September, the O/N BOCES has examined the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence.

We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. As a BOCES, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, school based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors and school-based health programs will be invaluable supports to our students. It will be critical to determine students who might be at risk for needing mental health support. School counselors and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Supports will include resources from a myriad of sources which are already being implemented in the O/N BOCES. We are committed to developing/making accessible appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. The BOCES will support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

The following considerations guided our building level planning:

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 May Do in Schools

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

School Schedules

ON BOCES operates CTE, alternative and special instructional programs that have unique student populations, educational requirements, staffing, and building capacities. Therefore, rather than taking a one-size-fits all approach, staff from each program addressed the instructional program plan that best meets their needs. Consistent throughout is the flexible approach that programs are taking so that the educational needs of its students are met to the greatest extent possible while understanding that it may start the school year with one instructional schedule model and, as new information becomes available about health and safety and other related developments, there is a continuity of learning as the program may transition to a different model.

Checklist for Instruction Planning

ON BOCES staff carefully considered the following when developing its plan for reentry:

- Identified various instructional models based on given factors and resources, including information that is currently available, safety, space and building capacity, transportation, student and family needs, and staffing, with special attention to ensuring that FAPE is being met.

- Reviewed schedules to ensure that academic and IEP goals can be met for all students regardless of the instructional modality.
- Ordered materials and resources needed to come back to school safely.
- Cleared out and reconfigured classrooms to ensure that physical distancing requirements can be met.
- Identified alternative spaces in the school that can be used for students and offices.
- Identified specialized PPE needed.
- Identified time for teacher collaboration and meetings to address student learning.
- Used assessment tools to determine individual student needs and extra supports required such as remediation, SEL, tutoring, etc.
- Developed a protocol for grading and progress reporting and documenting teaching and meeting NYS Learning Standards and IEP goals.
- Planned for student enrollment to accounts for updating records and emergency contacts.
- Planned for communicating strategies to staff, parents, and the community as well as how the schools should be contacted with questions/concerns.
- Ensured that all staff and students receive health and safety training to cover new protocol and procedures.
- Reviewed the technology plan to ensure that all students have equitable access.

IEP- Evaluation/Reevaluation and Annual Meetings

ON BOCES will continue to conduct special education evaluations in whatever format (in-person or remote) that is allowable at that point in time and will utilize technology when necessary to meet the timelines.

CPSE/CSE meetings will be conducted in-person and remotely as well to ensure the safety of all participants.

ON BOCES will continue to provide Procedural Safeguards and Prior Written notices to parents/guardians through mail and email.

Models

All ON BOCES programs identified as cohort-based or blended models as an option in their Instructional Plan. To the greatest extent possible, cohorts will be self-contained, pre-assigned groups of students with appropriate group sizes. These groups will be fixed for the duration of the COVID- 19 public health emergency. Measures, such as teachers pushing into the classroom and limited transitions, are being taken to prevent intermingling across cohorts.

To prepare a seamless transition between models, ONBOCES administrators and staff will establish best-practices and lessons learned to improve outcomes for distance learning:

1. Continue the use of Google Classroom and look at the use of additional platforms/extensions to improve digital pedagogy: breakout rooms (zoom or meet), conversation, poll everywhere, etc.
2. Help make sure every student has access to technology and wifi.
3. Set up clear expectations for students - schedule (start and end times for each class), live conferencing with teachers, amount of work, required work, required classes, communication, etc. (need explicit details of what is expected).
4. Provide online counseling, tutoring, skills classes, IEP services if required by the component district.
5. Staff meetings will include updates on digital success, techniques, case management, student support, etc.
6. Support students to help them mitigate the impacts of financial stress and food insecurity that includes providing daily food (breakfast and lunch) delivery by helping students find community-based resources, etc.
7. Provide professional development and training for parents/ caregivers on use of google classroom and eSchool. Parents/ caregivers will be given their child's account info (get passwords from students if allowed under FERPA) as the parent view of google classroom is limited.
8. Provide support that may include use of Teacher Aides to structure and engage students; and tutoring.
9. Reduce language barriers by having bilingual staff available for student and parent phone calls when needed.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

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

Chronic Absenteeism

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

The O/N BOCES addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement with tools that will help identify data points impacting student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone calls, counseling, instructional modifications, engage community partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning
 - Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
 - Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
-
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Technology and Connectivity

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

1. The O/N BOCES will gather data from the sending districts and ask our teachers to identify their level of access to devices and high-speed broadband from their residence. The O/N BOCES will continue to assess the ongoing needs for technology and connectivity (survey, interviews, school outreach, etc.).
2. Conduct and/or maintain an inventory of equipment and other assets.
 - a. Identify which students, families, and staff have component district's assets in their possession.
3. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
4. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
5. Teachers will report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

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

Teaching and Learning

In an effort to assure high-quality education, a continuity of learning plan will be developed for the 2020-21 school year. This plan will consist of guidance for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan will assure that instruction is aligned with the New York State Learning Standards and provides equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our BOCES will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on instruction and academic programming that includes regular and substantive interaction with an instructor regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction. This information will be accessible to all, available in multiple languages, 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) in an effort to assure learning for all.

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

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the Spring of 2020.

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

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

At the time of this submission, all classes are anticipated to be in person.

In-person Instruction

Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity.

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

For information about how in-person instruction information will be communicated to students and families, visit the Communication/Family and Community Engagement section of our reopening plan.

Remote/Hybrid Instruction

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

Instruction will not only focus on "core" subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

Professional Development/Training

Reopening schools utilizing new instructional models require special attention to professional relationships and learning. Educators must be supported in ways that allow them to focus on student learning. Additionally, training will be provided to support staff including custodians, technology personnel, and others. Orleans/Niagara BOCES will consider a safety orientation for all employees prior to the start of the student school year.

O/N BOCES Professional Development will include:

1. Disinfecting frequency and tools and chemicals used in accordance with New York State Department of Health guidance. For staff who use hazardous chemicals for cleaning, specialized training is provided.
 - a. Hands-on training through meetings with supervisors.
 - b. GCN trainings on Bloodborne Pathogens and Hazard Communications
 - c. Training on cleaning guidelines.
2. Symptom screening, including temperature checks.
3. Symptom screening for COVID-19
4. Health and Safety Training- ON BOCES will be using a combination of videos and tutorials through Global Compliance Network (GCN). GCN Tutorials include:
 - a. COVID-19 Workplace Guidelines- The topics covered in this tutorial include: What is COVID-19 and How is it Spread, Employer Requirements, General Workplace Procedures, Employee Responsibilities
 - b. COVID-19: Plan, Prepare, and Respond (Educational Institutions)- Topics covered in this tutorial include: What is COVID-19 and How is it Spread? Recommended Resources for School Administrators -Guidance for School Staff, Teachers, Aides and Nutritional Service Personnel
 - c. COVID-19: How to Wear a Mask
 - d. COVID-19 Video: Proper Handwashing (CDC)
 - e. Recognizing COVID-19 symptoms
5. Other resources to include, but not limited to, the following:
 - a. Physical distancing of staff and students.
 - b. Proper use of PPE, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
 - c. Cough and sneeze etiquette.
 - d. Keeping one's hands away from one's face.
 - e. Frequent handwashing and proper technique.
 - f. Confidentiality around health recording and reporting.
6. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions will be done through staff accessing the National Association for School Nurses (NASN) training and resources. NASN has devoted their training and resource library to preparing School Nurses for return:

<https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19>

7. Training on trauma-informed practices and suicide prevention will be offered through a variety of resources.
8. Signs of mental health stress in co-workers.
9. Signs of mental health stress in students and protocols.
10. Anti-bullying with a focus on cyberbullying: BOCES will continue to use the programs currently in place along with resources from <https://www.stopbullying.gov/>
11. How to identify deficits in learning and how to respond.
12. Individual staff member's responsibilities if shutdown occurs during the school year will be relayed through ongoing staff communications including but not limited to staff meetings, memos, and videos.
13. Effective remote learning techniques.
 - a. Staff will be able to sign up for course offerings through the Professional Development Center
 - b. Staff can reference sites created for BOCES staff to learn about Google and all of its features.
 - c. Homogeneous user groups will be created to collaborate and discuss what worked and what did not work for distance learning, sharing ideas and resources. These will be facilitated by BOCES leadership.
 - d. Best practices and equitable instruction for ELL students.
 - e. Addressing the learning gaps caused by COVID-19 school closures.
14. How to use the technology ON BOCES provides for effective remote learning.
 - a. Technology Education Specialist will provide PD and support
 - b. Staff use of G suite site
 - c. Professional Development through Instructional Services
15. Implementing collaborative models of instruction for ELL/MLL as recommended by the Blueprint for ELL/MLL Learner Success.
 - a. Co-planning, sharing best practices to support
 - b. Progress monitoring
 - c. Analyzing and interpreting data to inform instructional decisions
 - d. Differentiating instruction
 - e. Designing lessons that accelerate learning
 - f. Utilizing formative and summative assessments to identify and address instructional gaps
 - g. Implementing language-based strategies in all four modalities and teaching language skills across a standards-based curriculum;
 - h. Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement
 - i. Building positive relationships/rapport among teachers, students and parent/guardians.
16. Cybersecurity is done throughout the year through:
 - a. Training campaign through Infosec
 - b. PhishNotify on email
17. Maintaining professional boundaries with students and electronic communication.
 - a. Faculty/staff meetings will be used to review appropriate use of technology with students.

Career and Technical Education (CTE)

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

Extracurricular Activities

Any and all extracurricular activities, i.e.. SkillsUSA, will be required to adhere to all guidelines as listed above, including social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission.

Before and Aftercare Programs

O/N BOCES does not currently offer before and aftercare programs, as those programs are provided by the component districts.

Special Education

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

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

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

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

The O/N BOCES will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-2021, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

Bilingual Education and World Languages

O/N BOCES provides world language instruction in Spanish 7-12 and English as a New Language (ENL) instruction for ELLs/MLLs K-12. This assistance will be provided in all formats (live-person, hybrid, or remote).

Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using in-person or hybrid instruction we will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

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

O/N BOCES will provide professional learning opportunities that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures.

Staffing

Teacher and Principal Evaluation System

All classroom teachers of record and principals will continue to be evaluated pursuant to the BOCES' approved APPR plan. O/N BOCES will consider whether its currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or

hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Education Law, the Rules of the Board of Regents, or the Regulations of the Commissioner of Education (e.g., incidental teaching).

Student Teachers

Student teachers from NYSED registered college or university programs may be appointed to serve in the O/N BOCES educational programs. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow.

Key References

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

Additional References

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

ORLEANS/NIAGARA BOCES NON-DISCRIMINATION NOTICE

The Orleans/Niagara Board of Cooperative Educational Services (BOCES) is an equal opportunity employer and does not discriminate against any employee or applicant for employment on the basis of gender, gender identity or expression, race, color, religion or creed, age, national origin, marital status, disability, sexual orientation, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, reproductive health decision making, or any other classification that is recognized by law as a protected classification.

The Orleans/Niagara Board of Cooperative Educational Services (BOCES) is an equal opportunity educational system and does not discriminate against any student or candidate for enrollment on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, marital status, gender, gender identity or expression, sex, or any other classification that is recognized by law as a protected classification.

Any person wishing to obtain information about the BOCES procedures for grieving alleged civil rights violations may obtain information by contacting Wayne M. Van Vleet, Director of Labor Relations/Civil Rights Compliance Officer, 4232 Shelby Basin Road, Medina, New York 14103, telephone number (716) 731-6800, extension 2206, e-mail address wvanvleet@onboces.org.