

SAFELY FORWARD

OGDENSBURG CITY SCHOOL DISTRICT
PLAN FOR THE 2020-2021 SCHOOL YEAR



TABLE OF CONTENTS



Acknowledgements	3
Summary	5
Guiding Principles	6
Timeline	7
Three Models	8
Thought Exchange Data	9
Checklist	10
Communications Plans	11
Health and Safety	16
Transportation, Facilities, Nutrition, Athletics	31
Teaching and Learning	40
Special Education and CTE	44
Social-Emotional Learning and Mental Health	53
Bilingual/MLL/ELL	61
Technology and Connectivity	66
Budget and Fiscal	68
Human Resources/Staffing/Labor Relations	72
Resources	77

ACKNOWLEDGEMENTS



District Reopening Committee

Kevin Kendall, Superintendent *

Jackie Kelly, Assistant Superintendent

Christina Frank, UPK-2 Principal, JFK

Amy DiSalvo, Principal, Madill

Cindy Tuttle, OFA 9-12 Principal

David Price, OFA 7/8 Principal

Tara Kroeger, Head Nurse

Bob Ladouceur, Teacher, OEA President

Julie Brown, Teacher Assistant, CSEA President

Melissa Sutherland, Parent

Elexis Beaulieu (Student)

Elizabeth Testani, BOE

Craig Lalonde, BOE

Preventative Measures/Health and Safety Sub-Committee

David Price *

Amy DiSalvo

Tara Kroeger

Amy Lemke

Sharri Tooley

Training for Staff/PD Sub-Committee

Cindy Tuttle *

Jackie Kelly

Christina Frank

Julie Brown

Carrie Sholette

Chris McRoberts

SEL/Mental Health Sub-Committee

Amy DiSalvo *

Kevin Kendall

David Price

Katrina Putman

Stacy Sibley

Jackie McNichol

Special Education Sub-Committee

Kim Richards *

Sue Ellen Bouchard

Christina Frank

Julie Spooner

Julie Brown

Curriculum, Assessment and Learning Models Sub-Committee

Jackie Kelly *

Sue Ellen Bouchard

Cindy Tuttle

Amanda Sharlow

Brandi Blackmer

Becky Duprey

Karrie Dodd

Mary Ouderkirk

Ruth-Anne Barkley

Facilities, Food Service, Athletic and Transportation Sub-Committee

Sue Ellen Bouchard, John F. Kennedy Elementary School Principal *

Kevin Kendall, Superintendent of Schools

Chris Kirwan, Director of Facilities

Brian Mitchell, Director of Food Service

Tony Bjork, Assistant Principal/Athletic Director

ACKNOWLEDGEMENTS



Cindy Tuttle, O.F.A. High School Principal

Mike Wilson, First Student

Sabrina Charleston, District Transportation
Secretary

Doug Farley

John Tebo

Tony Williams

SUMMARY

Plan Development

The Ogdensburg City School District's reopening plan takes the health and safety of all students and staff as its prime directive. Guidance from the CDC, the New York State Department of Health and the New York State Education Department form the basis of the Ogdensburg City School District's Reopening Plan. With an emphasis on the wearing of face masks, social distancing, washing of hands, use of hand sanitizer and frequent cleanings, it is the District's intent to minimize the risk of exposure. Please keep in mind, the Reopening Plan will continue to evolve as we continue to learn more about COVID-19 and the official guidance changes.

Application

This plan will serve as a "living document" to be updated throughout pre-opening and as initial re-entry occurs. The guidance and processes outlined in this document should be applied by school districts throughout the re-opening phases. The intent of this document is to be a foundational guide for each district. It is not a "one-size-fits-all" plan, but a guide that honors the nuances in each district within the SLL BOCES region. A plan is only as good as its implementation, and each district and the SLL BOCES will be responsible for applying and enforcing the guidelines contained in this document.



SUMMARY/GUIDING PRINCIPLES



Considerations

The top priority will always be the safety of students, staff, and the greater community. As the title denotes, this plan was designed with a concern for safety underlying all aspects. We must move forward together, but it is imperative that we move forward safely.

The stakeholders that developed this plan understand the social, emotional, and mental health needs for in-person instruction. We recognize the value and importance of extracurricular activities and athletics. However, we must achieve the appropriate balance between safety and wellbeing. We believe this plan strikes that delicate balance.

Leveraging Relationships

Maintaining close relationships between BOCES/districts and St. Lawrence County Public Health will be crucial as we continue to navigate this ever-evolving situation. Throughout the school closure, districts and BOCES in the SLL region have worked in consultation with our partners at the county level, and gathered their input in the development of this document. As more information regarding COVID-19 becomes available, we will continue to work collaboratively with these entities to ensure a safe course of action in the future.

Authority

The guidelines and recommendations contained in this document were formulated based on research from various sources in order to establish best practices. However, all directives and Executive Orders at the state level, and any guidance from the CDC or DOH will supersede the plans contained herein. Should these changes occur, this document will be revised to reflect and incorporate them.

Flexibility

School districts and BOCES will need to be nimble and adapt to multiple scenarios and educational models depending on the current public health situation. In developing this document, we considered a number of possibilities in order to best plan for an uncertain future. However, as the COVID-19 crisis evolves, so too must our plans.

GUIDING PRINCIPLES

01.

Safeguarding the health and safety of students and staff

02.

Protecting all students' right to learn

03.

Monitoring the spread of COVID-19 in the community

04.

Emphasizing equity, access, and support for students

05.

Fostering strong two-way communication with families, educators, and staff

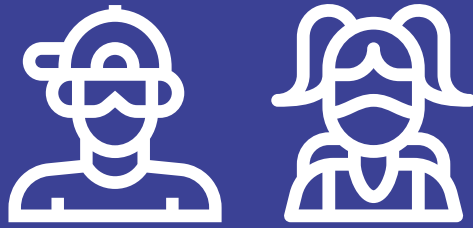
06.

Accounting for the social-emotional wellbeing, and the mental health needs of our students

TIMELINE



THREE MODELS



Full in-class instruction with heightened health protocols.



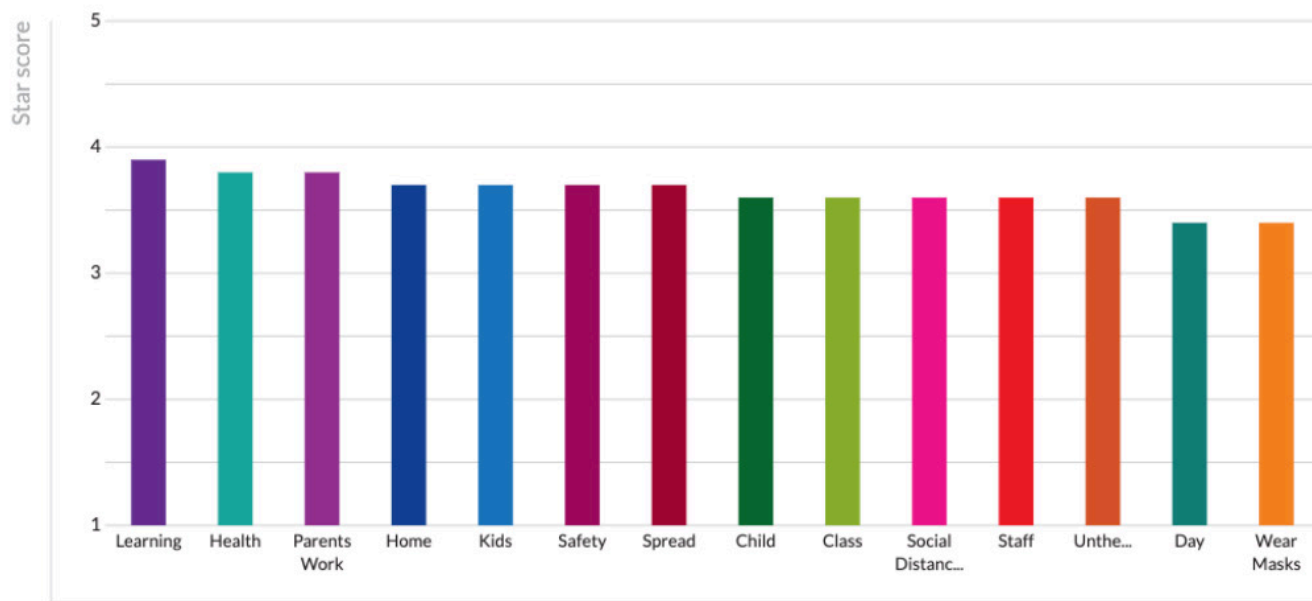
Fully remote learning with more standardization. This would also happen should additional closures occur.



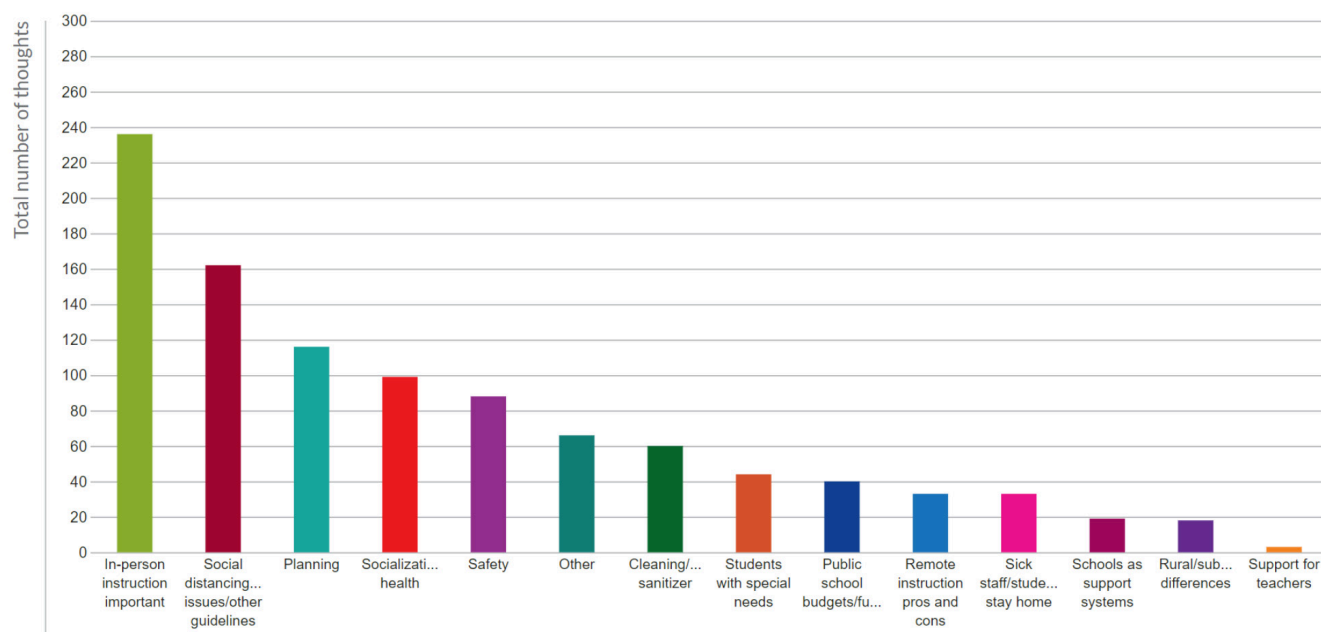
A hybrid delivery model, which blends in-class with online learning based on an alternating schedule.

THOUGHT EXCHANGE DATA

This survey gathered input from more than 60,000 participants. After a participant shared their thoughts, they were encouraged to rate at least 30 of the thoughts submitted by other participants. This way, the thoughts that resonated with the most participants would rise to the top. More than 80,000 thoughts were shared, resulting in more than 2.2 million ratings. The exchange is the largest in Thoughtexchange's history. Over 1,000 thoughts were shared in the SLL BOCES region specifically.



In the Ogdensburg City School District, the "Learning", "Health", and "Parents Work" theme received the most ratings. There were 631 participants who shared 901 thoughts.



In the North Country region, "In-person instruction important" theme received the most thoughts with 236 of the 998 thoughts placed in this category. This represents about 24% of the thoughts. Conversely, "Support for teachers" only received three thoughts, or less than 1% of the thoughts.

In order for a safe re-entry to school, the following conditions must be met:

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

COMMUNICATIONS PLANS



COMMUNICATIONS PLANS



Communication

As a rule, it is impossible to over communicate during the COVID-19 crisis. Parents, students, staff, and other stakeholders need to be informed about processes, procedures, and directives quickly and effectively. Districts and BOCES should establish a single point of contact, or a team of contacts to respond to questions and concerns related to new protocols and procedures. All messaging related to COVID-19, plans, new protocols and expectations and future closures should come from a single point of contact, which in most cases will be the Superintendent of Schools. Districts should consult with the BOCES communications office whenever possible to ensure consistent messaging regionally.

1. Planning process (March- August)

- As districts and BOCES engage in the planning process for a safe return to school, efforts should be made to communicate this planning process.
 - Districts will partner with BOCES communications office to issue a press release describing the planning process, including timelines, expectations, and stakeholder involvement.
 - Districts/BOCES should post regular updates on social media channels, including posts about new directives and laws at the state level and how they will affect the school community.
 - Districts and BOCES should leverage internal communications tools including but not limited to internal email listservs and employee intranets to inform school employees about the planning process, updates about committee work, surveys, and phased reentry for staff.
 - Districts/BOCES may share the Reopening process PowerPoint presentation on their websites, social media, via internal staff communication tools, and with their Boards of Education.
 - Districts and BOCES should share the link to the regional ThoughtExchange on websites, social media, student and staff listservs, One Call Now, Remind App, and other existing communications platforms to garner as much participation and input as possible.
 - Reminders should also be shared with the link to encourage participants to “rate” others thoughts.

2. Pre-entry (July-September)

During the window of time after a return to school plan is in place but before the first day of school, districts and BOCES should use all tools at their disposal to communicate with stakeholders about new protocols, schedules, and expectations for the school year.

- This document in its “final” form (after guidance from the State is received) should be posted on all BOCES and districts’ websites, with links posted to social media. Links may also be shared via email listservs, Remind app, One Call Now, School Messenger, and other existing platforms.
 - School administrators should be available to answer questions or clarify the process for parents, students, and staff.
- Pre-screening forms should be delivered electronically to all staff and families.
- Expectations for employees should be delivered via email, and shared with labor

COMMUNICATIONS PLANS



representatives.

- Informational packets should be mailed home to families of students outlining schedules, expectations and safety protocols.
- Districts should share pertinent information in a back-to-school e-newsletter to the school community.
- An internet access survey should be shared with all families in a non-electronic format to gauge how many households are without internet access for the Fall semester. NOTE, even if a similar survey was conducted in the Spring, there may be changes in circumstances for households within the district.
- Districts should hold virtual town hall meetings via Zoom or other video conferencing platform to allow for stakeholders to ask questions. Districts should gather questions in advance via a Google form or other survey tool so that they can effectively address as many questions as possible.
- Districts/BOCES should share a series of short informational videos via social media to instruct parents and students about new protocols such as mask wearing, social distancing, hygiene, etc.
- Districts/BOCES should update COVID-19 resource pages on their websites with new, relevant information for the public.
- Signage should be displayed throughout each building to remind students and staff of COVID-19 guidelines, including hygiene, mask-wearing, social distancing, and health screening. Signage should be clearly displayed at all points of entry listing health screening metrics and directing visitors to sign in.

COMMUNICATIONS PLANS



3. Re-entry (September-January)

During the first weeks and months of school, districts/BOCES should continue to communicate with stakeholders via existing platforms about any changes in the plan, new directives and expectations, and any incidences of positive cases.

- Districts should share weekly or bi-weekly e-newsletters with the school community with updates and information and links to additional resources.
- Districts should share updates at least 2-3 times per week via social media about ongoing efforts including school food distribution, remote learning, reminders about hygiene, mask wearing, and social distancing.
- Superintendents should share periodic updates with the school community via email, School Messenger, Remind App, One Call Now, and other existing platforms. Updates should be posted to the district website.
- Teachers and school counselors should make efforts to contact families weekly via existing communications platforms such as SeeSaw, Class Dojo, Remind, and others.
- Weekly reminders should be sent to parents regarding health screening as well as health and safety protocols.
- Districts/BOCES should update COVID-19 resource pages on their websites with new, relevant information for the public.
- Additional signage may be needed throughout each building to remind students and staff of COVID-19 guidelines, including hygiene, mask-wearing, social distancing, and health screening. Signage should be clearly displayed at all points of entry listing health screening metrics and directing visitors to sign in.

Additional Closures/Positive Case

In the event of a positive case within the school community, all stakeholders must be notified immediately using all existing communications platforms, including website pop-up alerts, social media, parent communication apps and software, and email. Information regarding duration of existing closures, nature of precipitating events, and plans for re-entry must be shared immediately and widely.

- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with applicable federal and state privacy laws.
- Schools can help the local health department by collecting data and contact information of those exposed. Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- In the event of a positive case in the school community, the district or BOCES must follow all directives from St. Lawrence County Public Health.
- The district must protect private information of staff and students while assisting and cooperating with any contact tracing efforts.
- The district must release specific information via an official statement to be shared on the district's website, social media, email listserv to staff and parents, One Call Now, Remind, School Messenger, etc.

COMMUNICATIONS PLANS



Example:

At approximately 2:45PM on October 2, 2020, Example Central School District was made aware of a positive COVID-19 case in Example Elementary School. Following directives from St. Lawrence County Department of Public Health, Example Elementary was immediately closed for a 24 hour period to allow for deep cleaning and contact tracing.

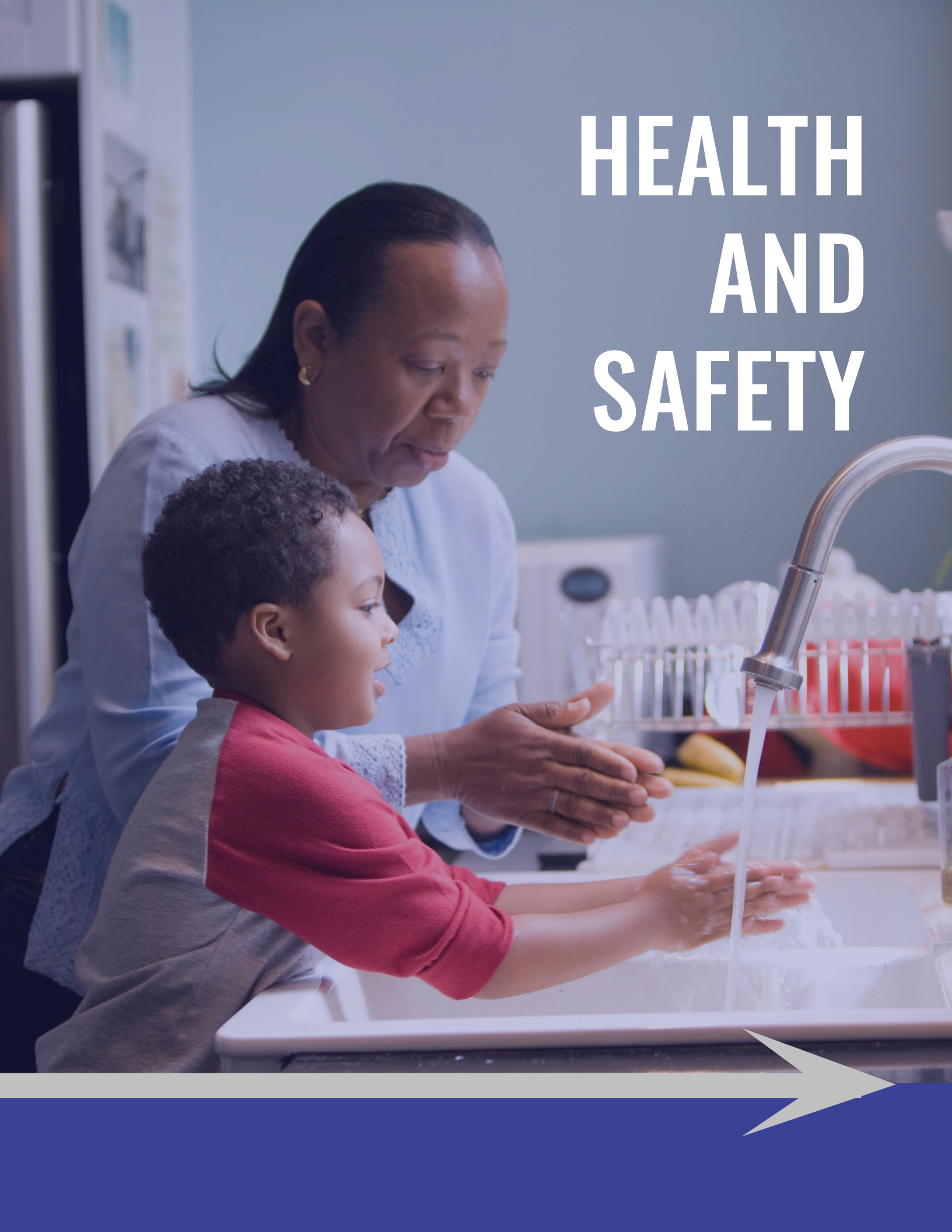
ECSD follows stringent guidelines per the CDC for disinfection and cleaning to eradicate COVID-19.

All persons who are identified as having been in contact with the positive individual are mandated to follow procedures established by the Department of Public Health, including mandatory quarantine and testing.

In consultation with Public Health officials, the District will reopen Example Elementary on October 4, 2020. All previously enacted safety protocols will continue to be implemented.

Please contact Sally Smith with any questions or concerns at 555-555-5555 and email@email.com.

HEALTH AND SAFETY



DEFINITIONS

COVID-19 is the disease caused by the Novel Coronavirus. It is highly contagious and can be transmitted via droplets expelled from an infected person. Some infected persons can be asymptomatic, yet still contagious.

Community transmission of COVID-19:

Community transmission of COVID-19 occurs when individuals acquire the disease through contact with someone in their local community, rather than through travel to an affected location. Once community transmission is identified in a particular area, correctional facilities and detention centers are more likely to start seeing cases inside their walls. Facilities should consult with local public health departments if assistance is needed in determining how to define “local community” in the context of COVID-19 spread. However, because all states have reported cases, all facilities should be vigilant for introduction into their populations.

Confirmed vs. Suspected COVID-19 case:

A confirmed case has received a positive result from a COVID-19 laboratory test, with or without symptoms. A suspected case shows symptoms of COVID-19 but either has not been tested or is awaiting test results. If test results are positive, a suspected case becomes a confirmed case.

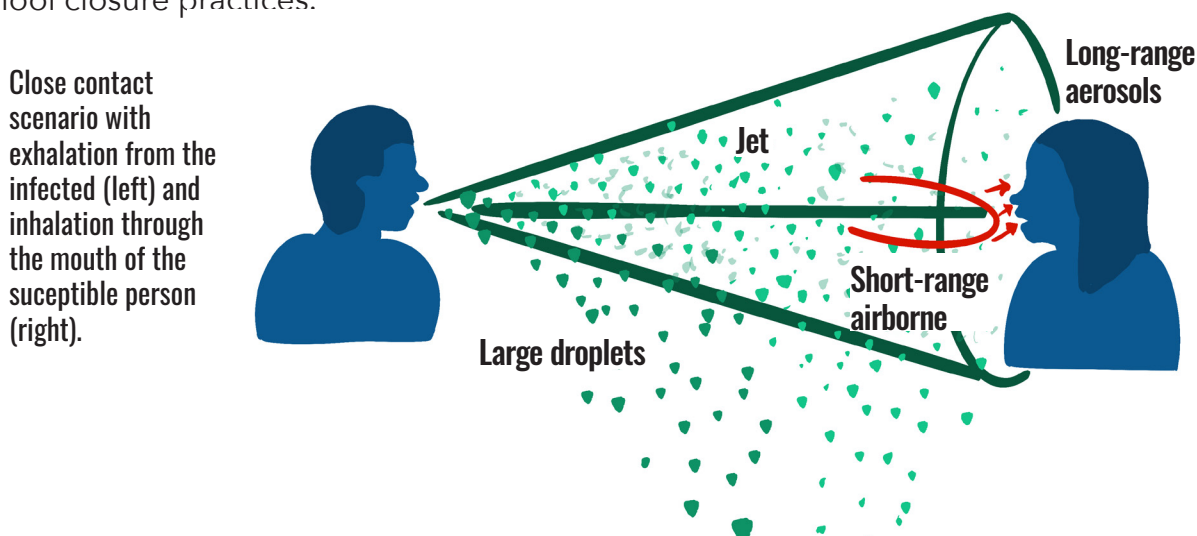
Transmission:

According to the CDC:

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Population Surveillance Studies

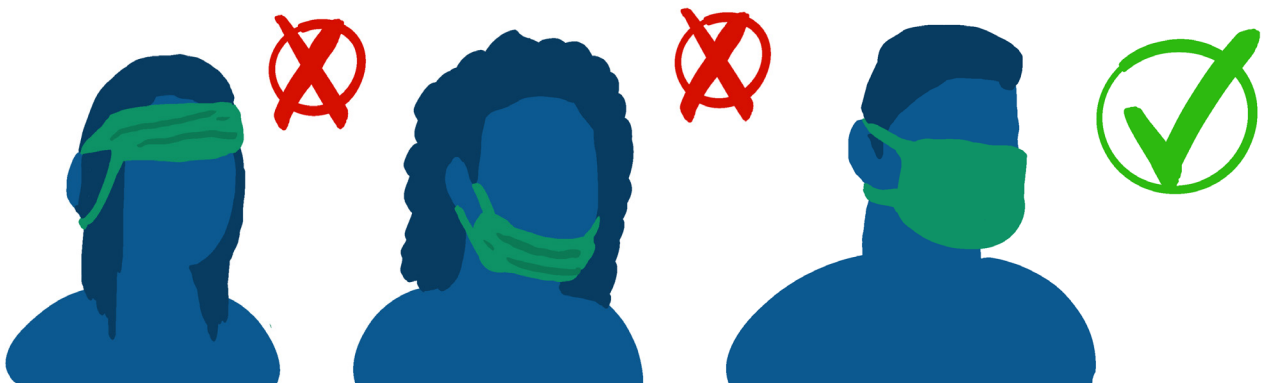
There may be a lower prevalence of COVID-19 among children than adults. The generalizability of these data may be impacted by differences in exposure faced by children, especially variation in school closure practices.



Prevention:

The CDC lists most effective prevention measures as follows:

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
 - » If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid close contact with people who are sick
- Stay home as much as possible
- Put distance between yourself and other people.
 - » Remember that some people without symptoms may be able to spread virus.
 - » Keeping distance from others is especially important for people who are at higher risk of getting very sick.
- Cover your mouth and nose with a cloth face cover when around others
 - » You could spread COVID-19 to others even if you do not feel sick.
 - » Everyone should wear a cloth face cover when they have to go out in public, for example to the grocery store or to pick up other necessities.
 - » Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
 - » The cloth face cover is meant to protect other people in case you are infected.
 - » Do NOT use a facemask meant for a healthcare worker.
 - » Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.
 - » Cover coughs and sneezes
- If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw used tissues in the trash.
 - » Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.
- Clean AND disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
 - » If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection.
 - » Then, use a household disinfectant. Most common EPA-registered household disinfectants will work.



Vulnerable populations:

- According to the CDC, certain groups are more susceptible to serious illness and/or death as a result of COVID-19. These groups include (<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html>):
 - People 65 years and older
 - People who live in a nursing home or long-term care facility
 - People of all ages with underlying medical conditions, particularly if not well controlled, including:
 - People with chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
- Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
 - People with severe obesity (body mass index [BMI] of 40 or higher)
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis
 - People with liver disease

Symptoms:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Testing:

According to New York State Department of Health: (<https://coronavirus.health.ny.gov/covid-19-testing#can-i-be-tested->) As New York State aggressively expands COVID-19 diagnostic testing capacity, the Department of Health has revised guidance to increase testing for frontline workers, including all first responders, health care workers, and essential employees who interact with the public, while continuing to prioritize resources. Testing for COVID-19 shall be authorized by a health care provider for individuals who meet one or more of the following criteria:

- An individual is symptomatic or has a history of symptoms of COVID-19 (e.g. fever, cough, and/or trouble breathing), particularly if the individual is 70 years of age or older, the individual has a compromised immune system, or the individual has an underlying health condition; or
- An individual has had close (i.e. within six feet) or proximate contact with a person known to be positive with COVID-19; or
- An individual is subject to a precautionary or mandatory quarantine; or
- An individual is employed as a health care worker, first responder, or other essential worker who directly interacts with the public while working; or

HEALTH AND SAFETY



- An individual presents with a case where the facts and circumstances – as determined by the treating clinician in consultation with state or local department of health officials – warrant testing; or
- An individual is included under other criteria set by the NYS Dept. of Health based on an individual's geographic place of residence, occupation, or other factors that the Department may deem relevant for COVID-19 testing purposes; or
- Any individual who would return to workplace in Phase 1.

BACKGROUND INFORMATION

COVID19 and children

Based on available evidence, children do not appear to be at higher risk for COVID-19 than adults. While some children and infants have been sick with COVID-19, adults make up most of the known cases to date.

CDC and partners are investigating cases of multisystem inflammatory syndrome in children (MIS-C) associated with COVID-19.

What we know about MIS-C

Multisystem inflammatory syndrome in children (MIS-C) is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. We do not yet know what causes MIS-C. However, we know that many children with MIS-C had the virus that causes COVID-19, or had been around someone with COVID-19. MIS-C can be serious, even deadly, but most children who were diagnosed with this condition have gotten better with medical care.

What to do if you think your child is sick with MIS-C

Contact your child's doctor, nurse, or clinic right away if your child is showing symptoms of MIS-C:

- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Be aware that not all children will have all the same symptoms.

Seek emergency care right away if your child is showing any of these emergency warning signs of MIS-C or other concerning signs:

- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

How doctors will care for your child

Doctors may do certain tests to look for inflammation or other signs of disease. These tests might include:

- Blood tests
- Chest x-ray
- Heart ultrasound (echocardiogram)
- Abdominal ultrasound

Doctors may provide supportive care for symptoms (medicine and/or fluids to make your child feel better) and may use various medicines to treat inflammation. Most children who become ill with MIS-C will need to be treated in the hospital. Some will need to be treated in the pediatric intensive care unit (ICU).

Parents or caregivers who have concerns about their child's health, including concerns about COVID-19 or MIS-C, should call a pediatrician or other healthcare provider immediately. Healthcare providers can follow CDC recommendations to keep children and their parents or caregivers safe if an in-person visit is needed.

What we don't know about MIS-C

CDC is still learning about MIS-C and how it affects children, so we don't know why some children have gotten sick with MIS-C and others have not. We also do not know if children with certain health conditions are more likely to get MIS-C. These are among the many questions CDC is working to try to understand.

All CDC recommendations are based on the best data and science available at the time, and we will update them as we learn more.

How to protect your child from COVID-19

Based on what we know now about MIS-C, the best way you can protect your child is by taking everyday actions to prevent your child and the entire household from getting the virus that causes COVID-19.

Transmission to and from Children in the School Setting, Including Outcomes of School Opening

Based on early data, schools do not appear to have played a major role in COVID-19 transmission. Based on data at this time, transmission from students to staff and from students to other students (especially younger students) appears to be rare, and will likely be even more rare with appropriate risk mitigation strategies. Attention to prevention of staff-to-staff transmission is critical. Most contact tracing studies have been conducted in the setting of low community prevalence of COVID-19; their generalizability to school re-opening in locations where community epidemic control is poor is unknown.

Epidemiologic Studies

Epidemiologic investigations of clusters are inherently limited, and so far have focused primarily on younger children in non-residential schools; to date these data have not revealed strong evidence for transmission from children to other children or from children to teachers.

Hygiene

- Address hygiene practices to ensure personal health and safety in school facilities and vehicles.
- Handwashing. In accordance with CDC guidance and in consultation with local public health officials, develop a plan for handwashing that includes:
 - » Providing opportunities for students and staff to meet handwashing frequency guidance.
 - » Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.
 - » Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision.
 - » Call Poison Control if consumed: 1-800-222-1222.
- Note: frequent handwashing is more effective than the use of hand sanitizers.
- Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
 - » Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.
 - » Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
 - » Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
 - * Teach staff and students to:
 - * Use tissue to wipe the nose and cough and sneeze inside the tissue.
 - * Not touch the face or face covering.



HEALTH AND SAFETY



PREVENTATIVE MEASURES SUMMARY

Based on the health and safety considerations outlined on previous pages, a safe return to school will require the BOCES and districts to implement an array of new practices. These new practices and procedures must be fully adopted and understood prior to the full return. Adequate training (see 6: Training for Staff) must be provided. New practices and procedures include:

SCREENING

Implementing measures to assess the health risk of each visitor and employee based on potential exposure to COVID-19.

One strategy to identify individuals with COVID-19 symptoms is to conduct symptom screenings, such as temperature screening and/or symptom checking of staff and students. These screenings are one of many different tools schools can use to help lower the risk of SARS-CoV-2 transmission. However, because symptom screenings are not helpful for identification of individuals with COVID-19 who may be asymptomatic or pre-symptomatic or if infected with an unrelated virus, symptom screening will not prevent all individuals with COVID-19 from entering the school. Screenings should be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff.

- Schools should immediately separate students and staff with COVID-19 symptoms at school by identifying an isolation room or area.
- Individuals who are sick should go home or to a healthcare facility, depending on how severe their symptoms are, and they or their caregivers (in the case of minors) should follow CDC guidance for caring for oneself. Individuals should also watch for emergency symptoms and seek emergency medical care if symptoms occur.

As part of symptom screening, schools should be prepared to refer symptomatic individuals to an appropriate healthcare provider or testing site. State, Tribal, territorial, and local health officials and/or healthcare providers will determine when viral testing for SARS-CoV-2 is appropriate. For DoD dependents and personnel, federal or DoD health officials will determine when such testing is appropriate.

OPTION 1

Passive consent

Using Laserfiche software or other digital forms, BOCES and districts will establish a system for employees to complete an acknowledgement form as a pre-screening before they return to work. Parents of students will also be asked to complete the form.

The form will ask the following questions:

- (1) Have you experienced COVID-19 symptoms in the past 14 days?
 - » Fever
 - » Cough
 - » Shortness of breath or difficulty breathing

HEALTH AND SAFETY



- » Chills
- » Repeated shaking with chills
- » Muscle pain
- » Headache
- » Sore throat
- » New loss of taste or smell
- (2) Have you been told by a medical professional that you have had a positive COVID-19 test in the past 14 days?
- (3) Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?
- (4) Have you traveled outside of New York State in the past 14 days?

The form will also include the following statement:

If you answered “yes” to any of the questions above, please contact your supervisor immediately and do not report to your worksite.

Once you have returned to work, if AT ANY TIME one or more of these conditions listed above becomes true, you are required to immediately contact your supervisor and do not report to your worksite.

By signing this form, I agree that I have read and understand my responsibilities to notify my supervisor right away if I answer “yes” to any of the questions listed above.

- Results of the questionnaire will be housed on the BOCES servers, within the records repository in the Laserfiche system.
- Any positive response to a question will automatically be flagged and the supervisor will be notified via email.
- Any positive response to a question will automatically be flagged and the supervisor will be notified via email.
- The supervisor and/or HR will notify the employee of a requirement to self-quarantine and contact the county public health department for further guidance.
- Signage (link to folder) will be placed at the main entrances and strategically throughout the buildings. This includes:
 - » Sign directing entrants to STOP and read the conditions listed below before entering the building
 - » Sign directing all visitors to sign in to aid in contact tracing should this be necessary
 - » Signage in hallways reminding people to maintain social distancing
 - » Signage listing COVID-19 guidelines per information from Jefferson-Lewis BOCES Health and Safety Management Coordinator Fred Huack
 - » Signage to be posted in bathrooms reminding people to wash their hands properly
 - » Various signage from the CDC advising on handwashing and hygiene and proper mask wearing



OPTION 2

Districts may opt for a daily screening questionnaire for staff and/or students. This daily screening tool should ask the same questions noted above. If a respondent answers “yes” to any of the questions, they will be denied entry to the building, or bus if applicable. There are several options for daily screening tools.

- Daily screening “app” through NERIC
- Microsoft form created by SLL BOCES IT service

OPTION 3

Districts may opt to enact additional screening protocols in addition to one-time or daily questionnaires. One additional method of screening is daily temperature monitoring for staff and students.

- Fever is a common symptom of COVID-19, typically appearing 2-14 days after exposure.
- Telethermographic systems are able to determine surface skin temperature, which is then used to estimate the temperature at a reference body site (e.g., oral, tympanic membrane).
- The advantage of using telethermographic systems for initial temperature assessment for triage use is the potential use in high throughput areas (e.g., airports, businesses, warehouses, factories) and in settings where other temperature assessment products may be in short supply.
- The available scientific literature supports the use of telethermographic systems in the context of initial human temperature measurement during such a triage process.
- Additionally, international standards and scientific literature have described guidelines for using telethermographic systems for initial temperature assessment for triage use and best practices for standardized performance testing of such products.
- Because it is believed that a portion of COVID-19 positive cases are asymptomatic, temperature checks may not be the most effective screening tool.
- Furthermore, even with the use of telethermographic systems, temperature checks place staff in close contact with a large number of people entering the building each day and may place these staff members at greater risk.
- If telethermographic systems are used for daily temperature screening, enhanced PPE will be required, including gowns, face shields, and gloves.

TESTING

Employees may be required to obtain a COVID-19 test from a health practitioner prior to returning to work.

Testing in Schools

Universal SARS-CoV-2 testing of all students and staff in school settings has not been systematically studied. It is not known if testing in school settings provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other infection preventive measures (e.g., social distancing, cloth face covering, hand washing, enhanced cleaning and disinfecting). Therefore, CDC does not currently recommend universal testing of all students and staff. Implementation of a universal approach to testing in schools may pose

challenges, such as the lack of infrastructure to support routine testing and follow up in the school setting, unknown acceptability of this testing approach among students, parents, and staff, lack of dedicated resources, practical considerations related to testing minors and potential disruption in the educational environment.

Types of Tests:

Viral tests approved or authorized by the Food and Drug Administration (FDA) are recommended to diagnose current infection with SARS-CoV-2, the virus that causes COVID-19. Viral tests evaluate whether the virus is present in a respiratory sample. Results from these tests help public health officials identify and isolate people who are infected in order to minimize SARS-CoV-2 transmission.

Antibody tests approved or authorized by the FDA are used to detect a past infection with SARS-CoV-2. CDC does not currently recommend using antibody testing as the sole basis for diagnosing current infection. Depending on when someone was infected and the timing of the test, the test may not find antibodies in someone with a current COVID-19 infection. In addition, it is not currently proven whether a positive antibody test indicates protection against future SARS-CoV-2 infection; therefore, antibody tests should not be used at this time to determine if someone is immune.

CDC recommendations for SARS-CoV-2 testing are based on what is currently known about the virus SARS-CoV-2 and what is known about it continues to change rapidly. Information on testing for SARS-CoV-2 will be updated as more information becomes available.

- Employees may be required to furnish a negative test result prior to returning to work.
- A note from a healthcare provider denoting a negative test result may be required to be provided to the HR office prior to returning.
- Testing may also be required prior to the return from school breaks of greater than 3 days.
- If an employee receives a positive test result, they must immediately notify their supervisor and follow all orders from the Public Health Department and furnish a negative result before returning.
- Testing for COVID-19 is covered under the St. Lawrence-Lewis School District Employees' Medical Plan.

New York State continues to increase testing capacity for COVID-19 on a daily basis. The guidance below enables New York State to prioritize resources to meet the public health need. Individuals who have questions regarding eligibility or access for testing should call the New York State COVID-19 Hotline at 1-888-364-3065 or visit the NYSDOH website <https://covid19screening.health.ny.gov>.

Please call the testing site or your health care provider before you go for testing.

- If you go to a test site run by New York State, there is never any charge for your test.
- If you go to a test site operated by local governments, private companies including pharmacies and medical practices or not-for-profit organizations, you are advised to check with the testing site and your insurer in advance of being tested to confirm you will not be responsible for any fees associated with your test.

Social Distancing

Limiting face-to-face contact and creating at least 6 feet of physical distance between yourself and others.

Social distancing may be implemented in the classrooms in the following ways:

- Rearrange classrooms to create at least 6 feet of space between students.
- Maintaining distance in music classes by creating at least 6 feet between students. No large ensemble practices.
- Utilize visual markers to identify appropriate social distance

Social distancing may be implemented in the cafeteria in the following ways:

- Hold lunch in the classroom rather than cafeteria when possible.
- Label 6 feet distance for queuing at vending machines

Social distancing may be implemented during arrival and departure in the following ways:

- Stagger start times and departures to limit the number of people entering the building at any time
- Make multiple points of entry available rather than funneling students through one main entry
- Stagger staff arrival and departures when possible in accordance with student schedules
- Limit any non-essential visitors to the school campus

Other social distancing considerations:

- Staff are encouraged to establish virtual staff rooms and not congregate before arriving in, or returning to their classrooms
- Limit number of students in hallways between periods by enforcing staggered bell schedules
- Hold recess in small groups or enforce social distancing outside and restrict access to playground equipment
- Limit or bar spectators at sporting events. Consider canceling contact sports.
- Limit or bar spectators at other events such as school musicals or concerts
- Do not hold large group gatherings such as assemblies or pep rallies
- Limit or bar field trips to highly affected areas or high population areas
- Conduct large group meetings (ie. staff meetings) online rather than in person
- Hold parent-teacher conferences via phone or video call rather than in-person

“Cohorting”

- Maintain a limit of 15 students in a typical classroom at one time
- Adopt timetabling that would allow, to the greatest extent practical, for students to remain in contact with only their classmates and a single teacher for as much of the school day as possible
- The need to limit rotating teachers would require adaptation to the delivery of subjects such as French or Anglais, art, music, and physical education
- Students and teachers would be encouraged to remain in their classroom and to move as a cohort to entrances, exits, or other spaces within the school
 - » Rotating teachers into classrooms rather than rotating classes.
 - » Bringing special teachers (art, music, etc.) into classroom.
 - » Reducing class sizes and conducting no-contact activities in PE classes.

Personal Protective Equipment

Face coverings (mouth and nose) such as medical masks, bandanas, scarves; gloves, face shields, etc.

- PPE will be provided by the BOCES or district upon request. Employees and students may use their own PPE when appropriate.
- **Face coverings** will be mandated for all staff and students in situations when social distancing is not possible, including:
 - » Face to face meetings
 - » Transportation
 - » Lunch service
 - » Recess
 - » Nurse's office visits
 - » One-on-one TAs
 - » Related service provider sessions
- **Gloves** will be mandated in situations where it is impossible to properly wash or disinfect materials or surfaces, or where it is impossible to properly wash hands after each touch point. Including:
 - » Lunch preparation and service
 - » Certain custodial/maintenance duties
- **Face shields** may be suggested for use in situations where a staff member may come in contact with a greater number of individuals who are ill, such as the school nurse.
- **Protective gowns** may be suggested for use in situations where a staff member may come in contact with a greater number of individuals who are ill, such as the school nurse.



Protective gowns



Face shields



Face coverings



Gloves

Contact tracing will be conducted by the department of health to limit the community spread of COVID-19. Districts/BOCES should take steps to make contact tracing easier for Public Health workers. Districts/BOCES should keep a log of any visitors to their buildings, which includes the individual's name, the time they arrived and left, their intended destination in the building, and their phone number which may be provided to Public Health officials for contact tracing purposes.

- Districts/BOCES should also ensure that employees use their issued badges/fobs to "swipe in" to gain access to the building so that a timestamped record of entry is maintained. Tracing will be conducted by Public Health for close contacts (any individual within 6 feet of an infected person for at least 15 minutes) of laboratory-confirmed or probable COVID-19 patients.



- Tracing functions in the following ways:
 - » For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.
 - » The public health evaluation of close contacts to patients with laboratory-confirmed or probable COVID-19 may vary depending on the exposure setting. Contacts in special populations and/or congregate settings require additional considerations and may need handoff to a senior health department investigator or special team.
 - » Remote communications for the purposes of case investigation and contact tracing should be prioritized; in-person communication may be considered only after remote options have been exhausted. Testing is recommended for all close contacts of confirmed or probable COVID-19 patients.
 - » Those contacts who test positive (symptomatic or asymptomatic) should be managed as a confirmed COVID-19 case.
 - » Asymptomatic contacts testing negative should self-quarantine for 14 days from their last exposure (i.e., close encounter with confirmed or probable COVID-19 case)
 - » If testing is not available, symptomatic close contacts should self-isolate and be managed as a probable COVID-19 case.
 - » If testing is not available, asymptomatic close contacts should self-quarantine and be monitored for 14 days after their last exposure, with linkage to clinical care for those who develop symptoms.

Surface Transfer

Supplies and equipment will be evaluated for risk of transmission. The virus can live for several days on surfaces, according to the National Institute of Health. Some surfaces are easier to disinfect, while others present a greater risk to health and safety.

Prior to safe return, supplies, equipment and furniture should be inventoried and evaluated based on risk. High-risk objects should be removed or replaced, including:

- Shared supplies or equipment (computer lab equipment, books, pencils, Chromebooks, etc.) should be assigned to a single user
- “Soft” surfaces and furniture (stuffed animals, soft upholstered couches and chairs, rugs) should be removed and replaced with harder surfaces that are easier to disinfect
- Instructors should consider limiting the use of paper handouts that could potentially carry the virus
- Minimize the number of personal belongings (e.g., backpack, clothing, sunscreen, etc.) and, if brought, asking that belongings be labeled and kept in the child’s designated area.

Animals

The first confirmed cases of a COVID-19 infection in house cats in New York was made on April 22, 2020. In one case, the pet may have been exposed to the virus by a mildly ill, asymptomatic household member or an infected person outside its home. The other pet showed symptoms of

disease after its owner tested positive for COVID-19. Until more is known, CDC recommends the following:

- Do not let pets interact with people or other animals outside the household.
- Keep animals indoors when possible to prevent them from interacting with other animals or people.
- Walk animals on a leash, maintaining at least 6 feet from other people and animals.
- Avoid public places where a large number of people and animals gather.
- In accordance with the Americans with Disabilities Act, service animals should be permitted to remain with their handlers.

Isolation Rooms

- Each district/BOCES building should designate an isolation room (separate from the nurse or health office), which is separated from the rest of the building and has a single person bathroom without access to any other persons.
- This room should be used in the event that a person becomes ill or begins to display COVID19 symptoms during the school or work day.
- Whenever possible, the room should be located as close to an exit as possible, or have an outside exit within the room.
- Students should remain supervised in the isolation room. The individual supervising the room must be equipped with proper PPE.
- For the purposes of contact tracing, schools should log all persons who entered the room.





TRANSPORTATION FACILITIES NUTRITION ATHLETICS



TRANSPORTATION

Social distancing will be applied to transportation in all regards. Pupils are required to wear face masks during transportation to and from their destinations. Additionally, the front two rows of the school bus will remain vacant to apply social distancing rules for the driver and monitor of the vehicle. Students must maintain a social distance of six feet or more during loading and unloading operations. Transportation will be limited to one pupil per seat, unless the pupils are from the same household. Transportation providers will also maintain proper social distancing while loading, unloading, and securing students with disabilities who require wheelchairs. Students with physical or emotional disorders that prevent them from wearing a mask will be excused from the rule. No hand sanitizer will be maintained on the bus or in the student's possession.

Buses will be cleaned as per state regulations utilizing FDA approved cleaners.

FEEDING IN SCHOOLS

This procedure is to establish guidelines for student behavior as well as modifications to serving methods while providing food service during stages of students returning to school from a public health emergency. This procedure applies to all Central School Food Management Programs.

Responsibilities:

Food Service Directors

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

School District Administration

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

Implementation Timeline:

- Various depending on stage

Procedure:

Adjust operations accordingly based on guidance from



TRANSPORTATION, FACILITIES, NUTRITION, ATHLETICS



you district. Operations will be based on what Step you are guided to work within. Steps 1-4 are listed on the next page.

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

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

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

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

- It is anticipated that a decision regarding interscholastic athletics will be made prior to September 21st.
- School sponsored extracurricular activities will be allowed to resume on a case by case basis. These decisions will be based upon the ability of the activity to resume within the established guidelines of health and safety, as well as with direction from the Governor's Office and the NYSED, and/or NYSPHSAA.

CLEANING/DISINFECTION GUIDELINES

Responsibility of Disinfection and cleaning will lie solely with custodial/maintenance/building and grounds staff.

- These workers will undergo specific training related to CDC approved methods of cleaning and handling of cleaning products
- Other non-custodial employees are prohibited from bringing their own cleaning products from home, including aerosols, wipes, or sprays
- Exceptions may be made in certain cases as determined by the Director of Facilities.

Definitions:

- *Community facilities* such as schools, daycare centers, and businesses comprise most non-healthcare settings that are visited by the general public outside of a household.
- *Cleaning* refers to the removal of dirt and impurities, including germs, from surfaces. Cleaning alone does not kill germs. But by removing the germs, it decreases their number and therefore any risk of spreading infection.
- *Disinfecting* works by using chemicals, for example EPA-registered disinfectants, to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs. But killing germs remaining on a surface after cleaning further reduces any risk of spreading infection.

Prescribed methods:

According to the CDC, (<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>) reducing the risk of exposure to COVID-19 by cleaning and disinfection is an important part of reopening public spaces that will require careful planning. The virus that causes COVID-19 can be killed if you use the right products. EPA has compiled a list of disinfectant products that can be used against COVID-19, including ready-to-use sprays, concentrates, and wipes. Each product has been shown to be effective against viruses that are harder to kill than viruses like the one that causes COVID-19. The following is from the CDC's guidance for reopening, which is based on the following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using EPA-approved disinfectants against COVID-19 can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important.
- When EPA-approved disinfectants are not available, alternative disinfectants can be used
 - » For example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions.
 - » Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be very dangerous to breathe in. Bleach solutions will be effective for disinfection up to 24 hours. Keep all disinfectants out of the reach of children.

- » Read EPA's infographic on how to use these disinfectant products safely and effectively.

Hard (Non-porous) Surfaces

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective.
 - Use EPA approved products
 - Follow the manufacturer's instructions for all cleaning and disinfection products for concentration, application method and contact time, etc.

Soft (Porous) Surfaces

- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
 - If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
 - Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19 and that are suitable for porous surfaces

Electronics

- For electronics such as tablets, touch screens, keyboards, remote controls, remove visible contamination if present.
 - Follow the manufacturer's instructions for all cleaning and disinfection products.
 - Consider use of wipeable covers for electronics.
 - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

Linens, Clothing, and Other Items That Go in the Laundry

- In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
- Wash items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people's items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.

Reducing the Risk of Exposure:

From the CDC: (<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>)

- Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects.
- Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.
- Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants are an important

part of reducing the risk of exposure to COVID-19. If disinfectants on this list are in short supply, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Bleach solutions will be effective for disinfection up to 24 hours.

- Store and use disinfectants in a responsible and appropriate manner according to the label. Do not mix bleach or other cleaning and disinfection products together-this can cause fumes that may be very dangerous to breathe in. Keep all disinfectants out of the reach of children.
- Do not overuse or stockpile disinfectants or other supplies. This can result in shortages of appropriate products for others to use in critical situations.
 - Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product. For more information, see CDC's website on Cleaning and Disinfection for Community Facilities.
 - Practice social distancing, wear facial coverings, and follow proper prevention hygiene, such as washing your hands frequently and using alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are not available.

Custodial staff safety:

Those charged with cleaning and disinfection duties are at increased risk of being exposed to the virus and to any toxic effects of the cleaning chemicals.

- These staff should wear appropriate PPE for cleaning and disinfecting. To protect staff and to ensure that the products are used effectively, staff should be instructed on how to apply the disinfectants according to the label (see training - 6).
 - For more information on concerns related to cleaning staff, visit the Occupational Safety and Health Administration's website on Control and Prevention.
- Cleaning staff and others should clean hands often, including immediately after removing gloves and after contact with an ill person, by washing hands with soap and water for 20 seconds. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water. Always read and follow the directions on the label to ensure safe and effective use.
 - » Wear skin protection and consider eye protection for potential splash hazards
 - » Ensure adequate ventilation
 - » Use no more than the amount recommended on the label
 - » Use water at room temperature for dilution (unless stated otherwise on the label)
 - » Avoid mixing chemical products
 - » Label diluted cleaning solutions
 - » Store and use chemicals out of the reach of children and pets
 - » You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. Do not wipe or bathe pets with these products or any other products that are not approved for animal use.

In the event of a positive case in the building:

Timing and location of cleaning and disinfection of surfaces:

- At a school or central office:
 - » Close off areas visited by the ill persons. Open outside doors and windows and use

TRANSPORTATION, FACILITIES, NUTRITION, ATHLETICS

ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before beginning cleaning and disinfection.

- » Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls) used by the ill persons, focusing especially on frequently touched surfaces.
- » If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.



HVAC HEATING, VENTILATION, AND AIR CONDITIONING

Because the transmission of COVID-19 through the air is likely, steps should be taken to control airborne exposure. Changes to building operations, including the operation of heating, ventilating and air-conditioning systems, can reduce airborne exposures.

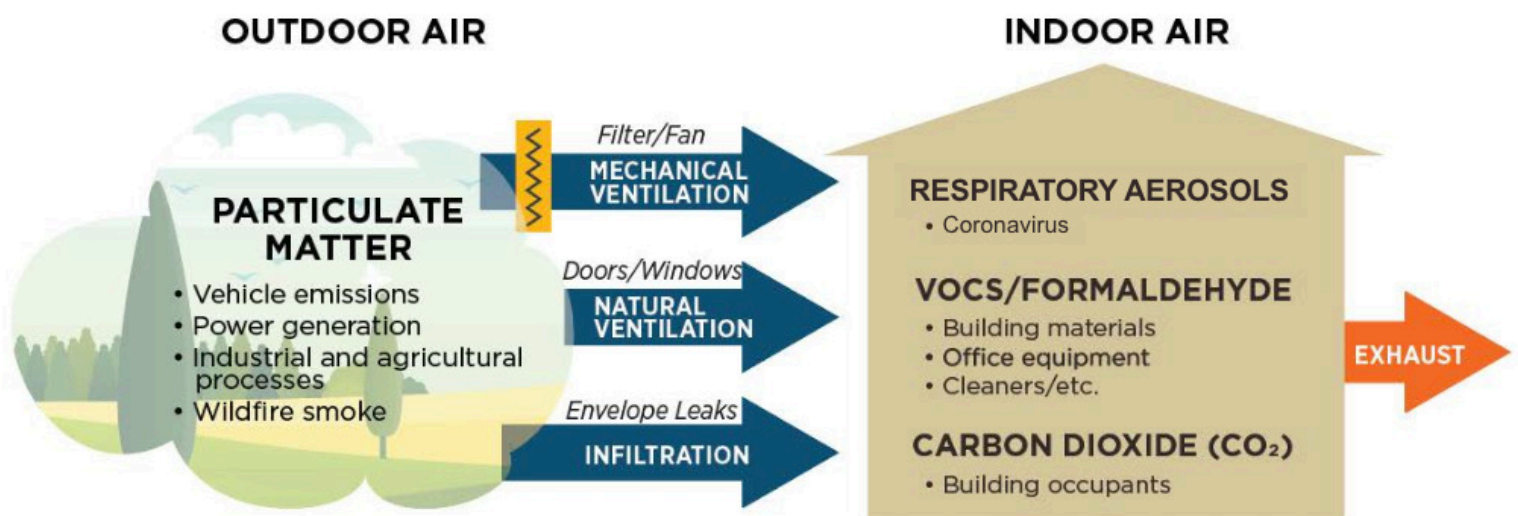
- Ventilation and filtration provided by heating, ventilating and air-conditioning systems can reduce the airborne concentration of COVID-19 virus and thus the risk of transmission through the air.
- According to ASHRAE, Transmission of SARS-CoV-2 through the air is sufficiently likely that airborne exposure to the virus should be controlled. Changes to building operations, including the operation of heating, ventilating, and air-conditioning systems, can reduce airborne exposures."
- Consider the health of individuals in unconditioned spaces. Resulting health impacts may be life threatening and reduce an individual's resistance to infection. ASHRAE (The American Society of Heating, Refrigerating and Air-Conditioning Engineers) does not recommend the disabling of heating, ventilating and air-conditioning systems.

According to the CDC, districts and BOCES must ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. **However, the CDC advises that windows and doors must not be open if doing so poses a health and safety risk (e.g. falling, triggering asthma).**

- Consideration should be made to recirculation of infectious particles (< 5 microns) remaining airborne that could lead to the transmission of infection within building areas
- Air handling units and recirculation sections equipped with return air filters (even HEPA) may not filter out virus size particles effectively.
- When the humidity is higher, the droplets become heavier and fall to the surface, where they are easier to control. Humidity comfort levels should be between 30-60% to avoid infection.

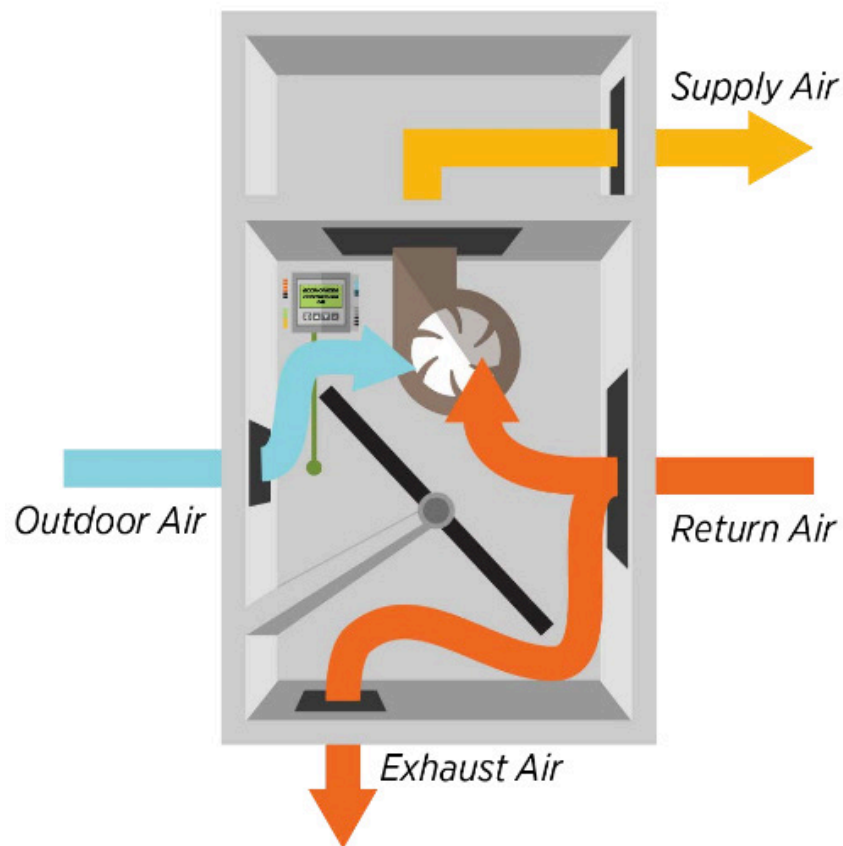
The following steps should be taken prior to return to school in the Fall:

- Operate for one week prior to school starting
- Flush building two hours prior to occupancy at maximum possible rate (fully open outside air damperxs if possible during flush)
- Ventilate during all occupied hours
- Program and lock ventilation fan schedule
- If school hours are 8am – 3pm, provide ventilation from at least 6am-4pm
- Explain to teachers the importance of ventilation fan – it must run all day



Standalone filtration systems:

- Similar to building filtration, there is no direct clinical evidence of the benefit of portable air cleaners for reducing infectious disease risk, but some benefit can be reasonably inferred for portable HEPA filters, provided they are appropriately sized (i.e., their removal rate is appropriate for the size of the room), maintained, and operated.
- As with building filtration, the details are important, such as the efficiency and air flow rate of the air cleaner, sizing and placement within the space, maintenance and filter change, and the nature of space that is being cleaned.
- As with building filtration, they are only likely to be effective in concert with other measures.



TEACHING AND LEARNING



TEACHING AND LEARNING



Full In-Class Instruction

A full in-class instruction model would result in all students returning to school on a typical five day per week schedule.

Fully Remote Instruction

A fully remote instruction model would result in all students working remotely from home five days per week.

Communication

Teachers will use one of two learning management systems to communicate with both students and parents.

- **Seesaw** will be the learning management system used by all teachers in UPK - Grade 3.
- **Google Classroom** will be the learning management system used by all teachers in Grades 4 - 12.

Both students and parents will receive training on how to access and utilize the appropriate learning management system based on the age of their child.

Ongoing communication with families will take place through Seesaw, Google Classroom, the Ogdensburg City School District webpage, the Ogdensburg City School District Facebook page, as well as One Call Now.

At-Home Learning Parameters

- A student's daily schedule for at-home learning will mimic that of a typical in-class school day.
 - An elementary student's day will begin at approximately 8:20 a.m. and conclude at 2:50 p.m.
 - A middle or high school student's day will begin at approximately 7:51 a.m. and conclude at 2:50 p.m.
 - The school day will follow the nine period schedule allowing students to be directly instructed by teachers at the time (and period) the student would be with that teacher during in-class instruction. This will prevent conflicts in schedules from occurring.
- Remote instruction will be expected as follows:
 - Elementary students will be expected to participate in approximately one - two hours daily of direct instruction (with the teacher) with additional independent practice time required.
 - Middle and high school students will be expected to participate in approximately two - three hours daily of direct instruction (with the teacher) with additional independent practice time required.
- Agendas for each class will be shared by teachers with students on a daily basis.
- Daily attendance will be taken for all students as required by the NYSED.
- Daily contact will be made with all students as required by the NYSED.
- All students in need will be provided a Chromebook to be utilized at home during remote instruction.
- Personal hotspots have been purchased and will be provided for families in need.
- If fully remote learning is enacted after a period of in-class instruction, every effort will be made to send necessary resources and materials home with students at that time.
- Subsequent mailings and pick-ups/drop-offs of resources and materials will be scheduled periodically.
- The district's grading policy will be followed; however, flexibility will be stressed.



Hybrid Delivery Model of Instruction

A hybrid delivery model of instruction would result in students working some days remotely from home and some days in-person at school.

In order to follow health and safety measures, as well as capacity constraints, we are planning for a cohort-based approach whereby students rotate between in-person and remote learning.

All cohorts will stay in the same room, as much as possible throughout the day, and teachers will travel.

All students in self-contained Special Education classrooms and CTE programs will attend school full-time, 5 days per week.

Families and Students: Families will be able to opt out of in-person instruction and choose remote learning fulltime, in which case the student will be assigned to a cohort and work with that cohort each day, from home.

Space: With social distancing, median range of 10-12 students per classroom. There are plans to repurpose space within schools and re-allocate space if needed to meet baseline.

Model 1: Two consecutive days rotational

Two In-Person Cohorts

Summary:

Two in-person cohorts

Groups A and B will rotate attendance

- Cohort A attends every Monday and Tuesday in person
- Cohort B attends every Thursday and Friday in person

Rotating Wednesdays

- Cohort A and Cohort B rotate on Wednesdays

On any day a cohort is not learning in-person, students will be expected to work remotely.

<u>Week/Day</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Week #1</u>	<u>Cohort A</u>	<u>Cohort A</u>	<u>Cohort A</u>	<u>Cohort B</u>	<u>Cohort B</u>
<u>Week #2</u>	<u>Cohort A</u>	<u>Cohort A</u>	<u>Cohort B</u>	<u>Cohort B</u>	<u>Cohort B</u>

Model 2: Two consecutive days rotational with one fully remote day per week

Two In-Person Cohorts

Summary:

Two in-person cohorts

Groups A and B will attend two consecutive days with one fully remote day per week

- Cohort A attends every Monday and Tuesday in person.

TEACHING AND LEARNING

- Cohort B attends every Wednesday and Thursday in person.

On any day a cohort is not learning in-person, students will be expected to work remotely.

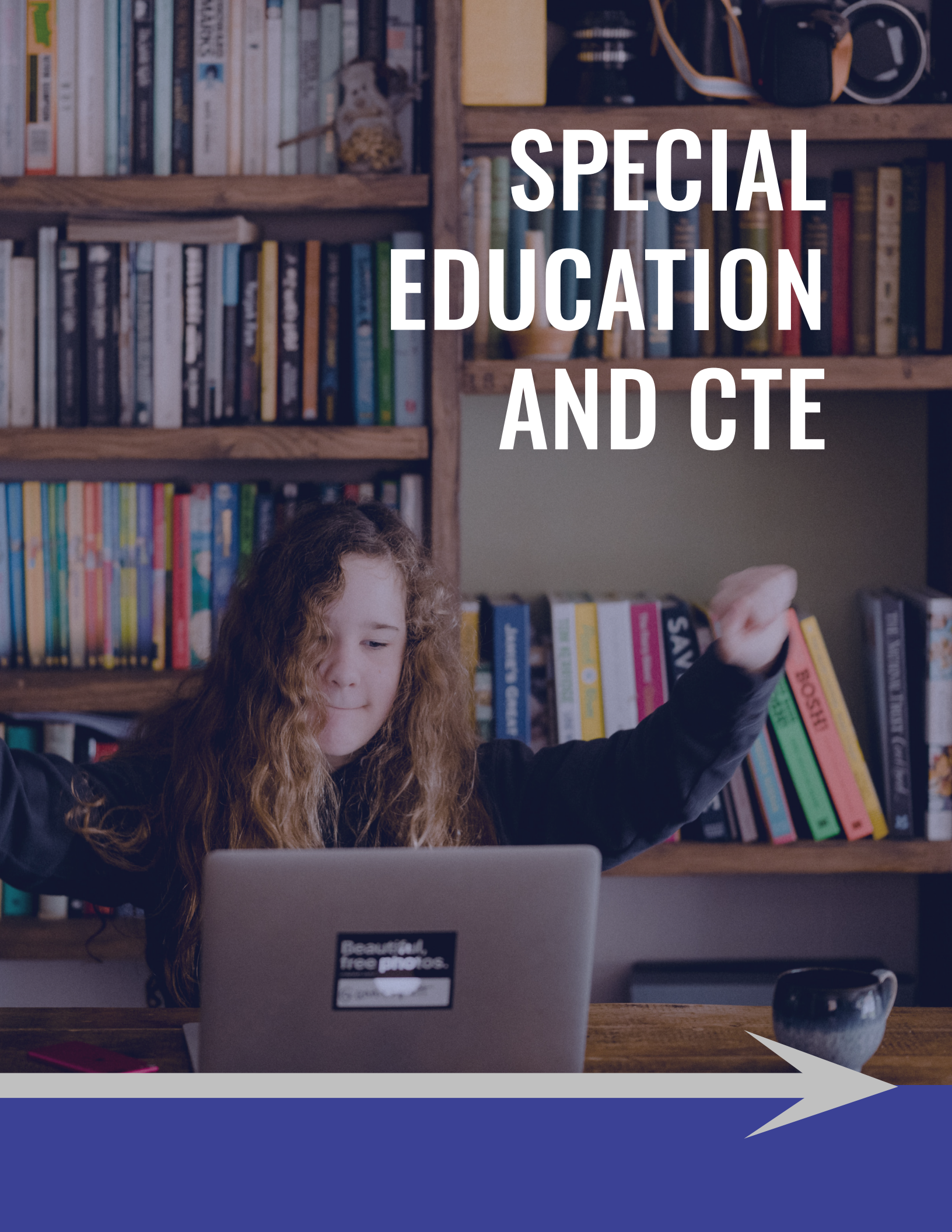
Week/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	Cohort A	Cohort A	Cohort B	Cohort B	Fully Remote

At any time, the Ogdensburg City School District may be closed due to COVID-19. This decision will be made in conjunction with the St. Lawrence County Department of Health, the New York State Department of Health, the New York State Education Department and Governor Cuomo. Should a full closure occur, the district will engage in fully remote instruction as outlined in this document.

More information regarding specific building expectations and schedules will be forthcoming.



SPECIAL EDUCATION AND CTE



SPECIAL EDUCATION

- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
- Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.



1. Full in-class instruction with heightened health protocols.

Areas Identified Specific to Students with Disabilities (SWD)

- Health and Safety Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)
 - » Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).

- » Consider how the LEA will address students with disabilities who refuse or are not able to wear masks.
- Planning for Students who are Medically Fragile and/or Immune Compromised
- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
 - » Daily health screening and temperature checks
 - » Restroom use as well as diapering and toileting
 - » Paths of travel
 - » Use of campuses for recess or recreational activities
 - » Cleaning and disinfecting

Physical Distancing

- Establish any necessary flexibilities for specific students with disabilities populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.
- Establish flexibilities and plan for how to implement physical distancing given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.
- Determine how the LEA will provide related services in instructional models while staying physically distant.
- Discuss how LEA staff and providers will conduct assessments while practicing physical distancing.
- Use cohorting techniques to minimize contact among students from multiple districts.

Communicate Openly and Often with Families

- Do not underestimate the need to initiate and have ongoing communication with families. Even for those families who switched apprehensively to distance learning, re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis.
- Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities.
- We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

2. Fully remote learning with more standardization. This would also happen should additional closures occur.

Ensuring a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act

- Work with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different than the individualized education program (IEP) developed preCOVID-19.
- Use the LEA model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Use annual IEP to plan for traditional school year and while not required, it is suggested LEAs include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

Utilizing the IEP and Consideration of Family Needs Utilize and Update Individualized Education Programs (IEPs)

- In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) and CDE provided guidance that IEP amendments were not necessarily required for the immediate change to distance learning.
- However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs.
- This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning.
- In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

Communicate Openly and Often with Families

- Do not underestimate the need to initiate and have ongoing communication with families. Even for those families who switched apprehensively to distance learning, re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis.
- Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities.
- We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

3. A hybrid delivery model, which blends in-class with online learning based on an alternating schedule.

Consider all of the above in addition to the following:

Data-driven delivery

- Blended education is quickly rising as the fastest growing, effective program to address the learning challenges in students with special needs.
- By definition, this model is a traditional face-to-face class where students complete a portion of their coursework on the computer and another part engaged with their face-to-face teacher or their classmates .
- Integrating face-to-face classroom instruction with online activities so that learners can take the advantage of both e-learning and face-to-face instruction.
- Blended learning requires the student to take ownership of their learning through responsibility and self-motivation while providing avenues for exploration.
- Requiring full inclusion for special needs students, blended learning provides general education teachers effective methods to integrate computer-based supplemental activities to enrich reading, mathematics, and language skills in their learning-disabled students.
- Therefore, blended instruction has the potential to relieve the disparity existing between the living presence of the teacher and the benefits of online activities by increasing learning gains, student satisfaction, and connectedness to the instructor
- The goal of blended instruction, or sometimes referred to as hybrid education, is creating an avenue to teach the student cognitive independence, make education useful through modern technology, and establish the sustainability of the classroom for the future.
- The benefits of blended learning are recognizable in student outcomes. The blended classroom provides students with special needs a personal encounter with both the teacher and the classmates, while receiving individual assistance with online reinforcement within the classroom.
- In addition, special needs students are encouraged to share their struggles with other learning disabled classmates increasing their sense of community: physically, mentally, and virtually. A blended environment provides opportunities for the students to engage in collaborative group assignments and open communication in both classroom formats.

Models of Blended Instruction

- The blended classroom experience has the ability to take many different forms. According to the The Online Learning Consortium, a course is classified as blended/hybrid if 30-80% of the content is delivered online or web-enhanced, if 1-29% of content is delivered online, and fully online if 80% or more is online.
- Regardless of the form of blended learning a teacher implements in their classroom, often the teacher becomes a facilitator of learning through face-to-face encounters and online supplemental resources.
- One form of blended learning begins with traditional instruction in the classroom, followed by webinars during the school week. Another blended format is described as a face-to-face virtual experience mimicking the direct instruction needed for the student with a disability.
- Other forms of blended instruction include a one hour traditional lecture followed by a one to two-hour computer-based instruction with the identical teacher present throughout the entire

learning period.

- In special education, the blended classroom is a collaboration between the general education and special education teachers who must rely on strong communication to achieve learning goals.
- The construct of the special needs blended classroom often includes a large group direct instruction with the general education teacher and a one-on-one online reinforcement activity with the special education teacher.
- The design and development of blended instruction is generally involved and time consuming requiring extensive preparation.
- The construction, learning goals, IEPs, and assessments of blended education are guided by the Next Generation Learning Standards. The IEP process in a blended classroom is a technical procedure requiring collaboration between CSE chairs, teaching staff, service providers, etc.
- The requirements include students with disabilities being evaluated for their IEP's in both face-to-face and virtual meetings, as the student will be evaluated in both classroom formats.
- The original IEP plan is formatted in a traditional, brick-and-mortar setting, with follow-up meetings occurring virtually between the general educator, special education advisor, parent, and student.
- The specific goals outlined in the IEP are given through direct, face-to-face instruction via an online forum, utilizing a blended format for assessment purposes.
- The direct instruction is often administered through the use of microphones, video cameras, chat boxes, whiteboards, and shared desktop.
- The benefit for the special needs educator is the visible, current progress of the student available in online assessments. By utilizing instant access to student outcomes, accommodations can be implemented quickly and efficiently.

Notes from Sub-Committee Meeting:

- Students in self-contained/special classes will be returning to school (in-person) 5 days a week.
- Students receiving resource room services, consultant teacher services, and integrated co-teaching services will follow the hybrid school schedule. Those students will receive their services remotely on the days they are at home.
- Masks and shields to be worn by staff working with students who refuse to wear masks and/or are not able to wear masks due to their disabilities.
- Staff assisting those students with toileting will wear surgical gowns, masks, gloves, and face shields.
- Case managers will communicate the provision of service plans and encourage engagement with parents throughout the 2020-2021 school year.
- Collaboration between the CPSE/CSE and program providers will continue to address the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring, communicating student progress, and ongoing commitment to share resources.
- Teacher lessons will be recorded in the event of potential future intermittent or extended school closures.
- Attendance and contact logs with families will be documented daily.
- Classrooms will have a designated area in the room for those students with "breaks" as an accommodation on their IEP.
- Mainstreaming of students will be conducted through virtual sessions (Zoom).

SPECIAL EDUCATION AND CTE



- LEA staff and providers will conduct assessments using barriers and/or a virtual platform.
- Break-out rooms in Zoom will be used to provide individual/group needs of students.
- A plan will be put in place for those students who are medically fragile and/or immune compromised.
- An adapted form of TCIS will be used to maintain the safety of students and staff.
- Teachers and service providers will continue to collect data (in-person and virtually) to monitor students' progress towards annual goals as well as to evaluate the effectiveness of students' special education services.

CAREER AND TECHNICAL EDUCATION

As schools and districts re-open, it will be critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached. The principles and framework outlined below will help ensure all students who participate in a CTE program can safely receive the same level of rigor, challenge, and competency across all areas of the state, and among all programs. CTE programs, and the postsecondary credentials they offer students, provide currency in the labor market and serve as key momentum points for individuals on a path to economic opportunity, especially those from underserved communities. Maintaining these opportunities for students is vital for families, communities and the State.

When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of Learning Standards, CTE Core Content Standards, industry certifications, college credit agreements, etc. Programs should focus on positioning students to independently extend their learning with direction and guidance from their teachers, with the goal of preparing students for careers and postsecondary success.

Additional Considerations for CTE Teaching and Learning

- Offer more flexibility in the delivery of certain CTE courses, including options for new class configurations.
- Engage students in learning experiences prior to the school year or before or after school.
- Consider how personalized student learning plans/portfolios can be used to customize each student's experience, especially with respect to possible learning loss.
- Identify the CTE content where a break or slowdown in instruction would have the most significant negative impact on student learning. If all content cannot be addressed in person, it may be beneficial to prioritize the teaching of that key content synchronously.
- Implement diagnostic tests, formative assessments, and other assessment options at the beginning of the school year to ascertain learning loss and progress.
- Share resources and services with other tech centers offering the same CTE programs for common virtual classrooms, especially regarding challenging content that students commonly struggle to master.
- Engage students through virtual or blended Career and Technical Student Organization (CTSO) activities.
- Consider how strategic scheduling can maximize in-person and synchronous learning, and what content within each course can be delivered through independent, asynchronous coursework.
- Conduct lab hours on a flexible schedule at school for fewer students per day.
- Consider how to model and replicate the use of certain tools and machines remotely in order to

develop skills prior to and in between in-person settings.

- Thread/scaffold prior course content that may have been missed throughout the current course for a spiraling effect of learning.
- Determine if new scheduling time limits would impact the delivery of hands-on course content and chunk or rearrange curriculum as appropriate. Determine the status of scheduling and content delivery at the college partner and make student, teacher, and/or transportation adjustments as necessary.

CTE classrooms

- Develop a system to clean all equipment or tools being used using the health and safety guidance as the foundation for their planning. Tools are checked out often during an instructional period and returned at the end of that class. A process should be developed to ensure that all tools are cleaned each time they are returned so that they are ready for the next student or next class.
- In an instructional laboratory such as a shop, equipment is used numerous times during a class period and may need to be sanitized according to the health and safety guidance. Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19.
- A process should be developed to ensure all equipment is clean and safe every time a class occurs. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. It would be appropriate to assign a student each period to ensure that equipment is properly cleaned following each use.
- To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction.

Work-Based Learning

Transitioning to in-person work-based learning (WBL) will require collaboration by regional and local partners to ensure a safe and healthy workplace learning environment. Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

- Limit in-person participation in WBL and allow for WBL to take place gradually and safely by following all CDC Considerations for Schools for health and safety in the workplace such as social distancing and use of enhanced Personal Protective Equipment (PPE).
- Integrate innovative WBL experiences by coordinating with employers, students and parent/guardians and WBL coordinators.
- Ensure WBL coordinators, students and parents receive the most current available guidance and information about health and safety in the workplace.
- Work closely with business representatives to discuss liability concerns and safety trainings for students.
- Leverage virtual employability skills resources from Career and Technical Student Organizations (CTSO).
- Decrease or eliminate the required hours of work-based learning participation, if applicable.

Career Advisement

- Schedule in-person and/or virtual career advisement meetings between students and school counselors to discuss and develop a plan for student learning plans, career education, personal and social development and college and career pathways.
- Provide career education materials and counseling news (high school course catalogs, virtual and in-person college tours, scholarship information etc.) on the school webpage, school announcements, and billboards in addition to electronic communication for students and parents to access.
- Schedule in-person and/or virtual career education meetings with parents to review student learning plans, college and career pathways, CTE programs and career exploration.
- Utilize online career and college preparation tools to promote career exploration and college readiness.

Career Partnerships and Development

- Incorporate career/industry guest speakers into CTE courses using an online meeting platform or consider live streaming for enhanced interaction with students.
- Attend meetings held by local/county/state professional associations (e.g. chamber of commerce, rotary club, and small business association) to promote CTE programs and build partnerships.
- Build capacity of and provide support to business and industry partners to enable them to become learning partners in an innovative learning environment.
- Limit in-person CTE program advisory meetings and Comprehensive Local Needs Assessment (CLNA) meetings. If hosting in-person meetings, practice recommended social distancing and safety guidelines and offering the opportunity for virtual participation.
- Limit attendance at in-person business and community professional meetings and enforce recommended social distancing and safety guidelines and offer virtual participation. Provide appropriate PPE for teachers, students and staff to participate in in-person meetings and WBL experiences.
- Verify that all students participating in virtual advisory committees and CLNA meetings have access to a school-issued digital device, receive home internet access, and are trained on the use of virtual platforms, including internet safety training.

Additional Considerations for CTE Teacher Professional Development

- Design specific teacher professional development around content that must be addressed in-person and for content can be delivered virtually, provide virtual professional development opportunities.
- Provide professional development for faculty and staff regarding the care and sanitization of equipment, workspaces, supplies and uniforms, as well as social distancing safeguards and health and safety guidelines.
- Create and/or leverage existing high-quality CTE curricular resources available on online platforms, possibly through collaborative development in professional learning communities.
- Consider how the process for new CTE teacher intake will need to be modified, including acclimation to the school community mentoring programs, and new teacher support.



SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH



MENTAL HEALTH FOR STUDENTS

Operating assumption: Every single member of your school community has experienced some sort of trauma associated with the COVID-19 pandemic—and some students may have lost loved ones, experienced food insecurity, or lost their home. Ensure that you have a strong plan to be socially and emotionally responsive

The isolation brought about by social distancing can exacerbate children's depression and anxiety. As students return, schools must have counseling support to address the numerous causes of trauma that result from the deaths of friends and family members, economic hardship from a parent losing his or her job, or abuse, violence, or neglect. The isolation brought about by social distancing can also exasperate children's depression and anxiety.

Mental Health/Trauma-informed Practices

- Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual)
- Implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies.
- Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed following an acute incident (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Designate a mental health liaison (school-based) who will work across the district, local public health agencies, and community partners.
- Activate communication channels for district stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - » Destigmatization of COVID-19;
 - » Understanding normal behavioral response to crises;
 - » General best practices of talking through trauma with children; and
 - » Positive self-care strategies that promote health and wellness.

Staff Mental Health

- It is important that leaders thoughtfully plan for how to best support the well-being of educators. As educators' social-emotional state improves, they will better be able to support the social-emotional well-being and learning needs of their students.
- Districts must account for the well-being of their educators and staff as they develop reopening plans.
- Considerations:
 - » Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
 - » Prioritize educator self-care and wellness through the summer and at the start of the 2020- 2021 school year.
 - » Support educators' access to mental and behavioral resources and encourage them to utilize these services.
 - » Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

INTEGRATED SEL

Social-Emotional Learning

- Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Identify those for whom this transition might be exceptionally challenging. Students who lost family members or friends will still be grieving. Asian-American students in particular may have experienced racist physical or verbal attacks while school was closed, given the misconceptions associated with COVID-19. Students with disabilities who rely on structures and routines; students who have experienced trauma prior to the school closures, like refugee students or students with limited or interrupted formal education; and students who have lost housing or economic security during this transition might particularly struggle to return to school.
- Pre-K and younger elementary students might find it difficult to be separated from their parents or siblings after spending so much time with them.
- Listen to students and families in individual transition meetings at the start of school that include the 2019-20 teachers, caregivers, and 2020-21 teachers.
- Teachers need quick, direct information on the social and emotional needs of each student from at least three sources: the classroom teachers from the prior year, the caregiver who has been with the student during the six-month gap in schooling, and the student themselves.
- Other teachers or support providers who might deeply know the student (like an ESL counselor or a special education resource teacher) can also add their insights.
- If individual meetings are not possible, consider a modified caretaker and student intake form that asks specifically about emotional needs as school begins.
- Keep in mind the following needs:
 - » Loss of family and community members. Many students will return to school having personally experienced loss of family and community members. Students may be in various stages of grief and will have had different levels of support in processing the losses in their communities.
 - » In particular, we know that Black and Latinx communities are suffering disproportionately

more cases and deaths due to the COVID-19 virus, We should be prepared for Black and Latinx students to have suffered more loss and anxiety.

- » Returning to school after a longer-than-normal break will be challenging. We can anticipate many of the same social and emotional challenges from students that come with restarting school after the typical summer break, but in this case the break will be longer. This may mean that we should expect longer timelines to get students reacclimated to the rhythms of the school day and the expectations of being a student at school.
- » General anxiety from the end of social distancing. Students will be returning to school following an extended period of social distancing. There is variability in how students are experiencing social distancing and in the explanations for why social distancing is important. In general, however, most students have probably grown used to maintaining 6 feet of distance and not gathering in groups larger than 10 people. Schools and teachers should be prepared for a period of transition as students reacclimate to entering a classroom of students. There will likely be developmental differences in the impact of this on students, with younger students requiring different accommodations than older ones.
- » Experiencing a sudden end of school without the natural transition milestones of the end of year. Students did not have the opportunity to participate in the normal events and milestones that mark the end of an academic year. Many didn't realize when they said goodbye to teachers and classmates at the end of the day that they wouldn't be returning the next. While some students may be able to reconnect in virtual learning environments with their teachers and classmates, the sudden and abrupt way that schools closed may make restarting school more challenging than usual, especially for younger children. You may need to find ways to help younger students experience some of the closure events that they missed from the spring to help them successfully transition into a new school year.
- » Disconnection as a result of the social separation from peers. Older children and adolescents who developmentally rely more heavily on peer relationships during stressful times may return to school feeling more disconnected or isolated from peers and potentially depressed. Isolating at home with only close family during a time when pre-teens and teens naturally begin to pull away from family members as their primary means of support may lead to increased tensions with family, leaving pre-teens and teens feeling isolated and alone. These feelings can increase the likelihood of depression and suicidal thoughts.
- » Food insecurity. Students who rely on schools for breakfast and lunch may have been disconnected from their most stable source of food during the COVID-19 pandemic. While districts continued to provide meals, it's unclear how many of the students who typically accessed those resources were able to obtain them. Transportation may have prevented students from getting to schools where meals were served and communication about the availability of meals may not have reached the most vulnerable communities. In addition, community food banks, a regular source of food for families with food insecurities, are experiencing higher levels of demand and have less capacity to meet the demands given the requirements of social distancing. This means that students may be returning to school having experienced food shortages and insecurities at home during the pandemic. They will need reassurance about access and availability

of food at school.

- » Financial and housing insecurity. Unemployment is growing daily, and we are uncertain to what extent and how long it will take for the economy to recover following the COVID-19 pandemic. Students may return to the classroom with fears associated with caregivers' loss of employment and loss of housing.
- » Concerns about racism, especially for Asian students. Asian students may be concerned about perceptions and misconceptions associated with COVID-19 and their peers. Media reports indicate that since the start of the COVID-19 pandemic, people of Asian descent have suffered racist physical and verbal attacks. Asian students may be concerned for their physical and emotional safety upon returning to school.
- » Anticipatory grief and anxiety about the safety of caregivers who are essential workers. Students may enter the school year with caregivers or family members who spent the last six months putting themselves and their family at risk because they needed to work on the front lines as essential employees. Their caregivers or family members may still be working in conditions that increase their and their family's exposure to the COVID-19 virus. The anticipatory grief and long-term state of anxiety about the ongoing potential for exposure will likely create emotional trauma and stress that could manifest itself in different ways in the classroom.



- Adopt a social and emotional learning program that will help students restart school. There are a variety of evidence-based programs that could support students in their return to school, so develop a team focused on selecting one and training teachers in its implementation.
- Set aside more time for the “start of school” acclimation, taking into account the longer, more stressful break. Set time aside in the school calendar to help students restart school, considering the challenges of your most vulnerable students.
- Support teachers in being clear and intentional about expectations and classroom routines. Post the schedule for the day and stick with it. Give students time and space to get to know each other and get acclimated to their school community, even if they were members of it before the pandemic—and ensure that you have a plan to build community in your school, using proven approaches like restorative justice or community circles.
- Use what is learned in individual transition meetings. Once teachers have information on the social and emotional needs of students, they should consider which of their students need the most intensive support to successfully transition back in to school.

SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH



- When we can safely come back to school as it's traditionally been, be mindful about group size and help students adjust to being around larger groups of peers. Students are not used to being in large groups, so when you are safely able to transition students back to being in-person at school in the way we have historically, try to create opportunities for them to gradually get used to large groups.
- Consider ways to help students find closure on the 2019-20 school year. Consider holding transition events during the first week of school or prior to the start of school. Students left their classrooms, teachers, and classmates in March thinking they would return in a few weeks. They did not realize their school years were over and when they return in the Fall they will be in new classrooms with new students and teachers. Helping them find closure from the teachers they knew well from the prior year will support them in transitioning into the new year and new teachers.
- Discuss your school closure plan in the event that schools must close again due to a second wave of infections. Have a district, school, and classroom plan in place and discuss with students what it will look like if schools should close again. This way, students are prepared and will know what they need to pack up at the end of a day if a sudden order comes down for districts to close again. Preparing students and teachers in advance will ease the transition to at-home learning should the need arise again.

SCHOOL SAFETY AND VIOLENCE PREVENTION

- According to the National Threat Assessment Center, breaks in attendance have an alarming effect on school violence.
- Incidents occurred most frequently at the start of the school year (Sep) or after students returned from winter break (Jan). Seventeen attacks (41%) took place within the first week back to school following a break in attendance, such as a suspension, school holiday, or an absence due to illness or truancy.
- Nearly one quarter of the attacks ($n = 10$, 24%) took place on the first day that the attacker returned to school after an absence. In two of these incidents, the attacker was actively suspended from the school at the time of the attack.
- These findings suggest that schools should make concerted efforts to facilitate positive student engagement following discipline, including suspensions and expulsions, and especially within the first week that the student returns to school.

FAMILY ENGAGEMENT

Districts should seek to actively include families and students in the decision-making process, teams, and meetings regarding interventions and supports. There should be ongoing consideration of families' capacity to provide in-home support for students and the provision of supports or accommodations that may be necessary to facilitate family participation.

- A key component of successfully reopening schools is meaningful family engagement. As district and school leadership teams look to return to in-person instruction, engaging parents and families in meaningful ways throughout the transition will create a more collaborative and successful path forward.

SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH



- Throughout reopening, it is important to connect students and families to wraparound services that will be critical in the upcoming academic year such as health care, mental health supports, child care, after-school enrichment programs, and other services to meet day-to-day needs. Authentic parent and family engagement involves understanding the needs of all children and families including our most vulnerable populations—students with disabilities, English Learners, migrant students, students experiencing homelessness, students in foster care, economically disadvantaged students, and students most directly affected by COVID-19.
- Meeting a range of needs can be accomplished by involving a diverse group of parents and families in the planning for reopening, from the initial conversations. This type of active and authentic parent engagement in the decision-making process builds trust and credibility for the final plan.
- In conducting family engagement, districts should consider the following:
 - » Administer a survey to parents in your district in multiple languages based on your district's demographics to assess the needs of families during the reopening phase. Consider using multiple platforms to administer this survey.
 - » Involve parents/guardians in district- and school- level planning teams. Communicate plans in writing, in multiple languages based on your district's demographics outlining your plans for the upcoming academic year, including your expectations for students and families. Use multiple platforms to disseminate this information.
 - » Establish, strengthen, or continue valuable partnerships with municipal recreation departments and adult education programs, local community service organizations, nonprofits, businesses, cultural organizations, religious organizations, and state agencies such as the Office of Children and Families.
 - » Utilize county-based resources such as the Childcare Council to assist in making connections to organizations serving the local community.
 - » Conduct virtual home visits during the pandemic as a way for teachers to learn more about the families of their students, get the parents more involved in their child's education, and bridge cultural gaps that may exist.
 - » Plan a virtual town hall with parents to listen to the opportunities and challenges presented in the district's plan for the upcoming school year.

OCSD Sub Committee Meeting Notes:

Assessment Tool - Mental Health Questionnaire will be created and administered to all students by the counseling staff.

An advisory council will be developed at each building in order to discuss chronic absenteeism, grades and daily student concerns. The committee will consist of:

- Building Administrator
- Counselor
- Nurse
- School Psychologist
- SRO

The advisory councils will meet at a district level on a monthly basis.

SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH



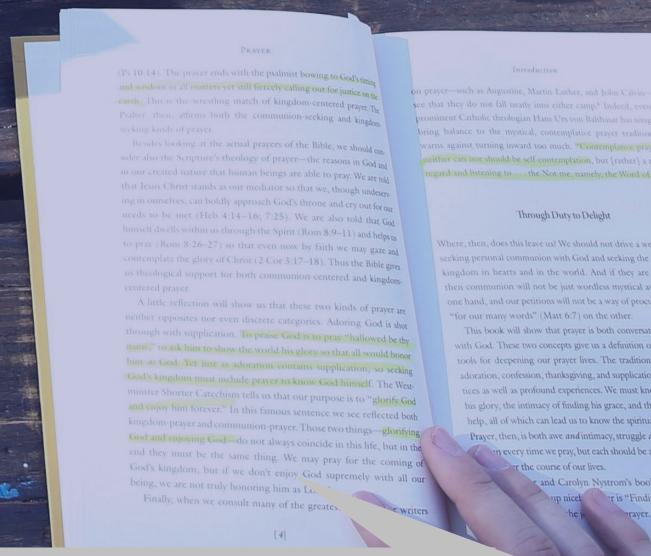
OCSD will:

- work collaboratively with union leadership to develop a plan for access to mental health resources for faculty and staff.
- utilize our current Crisis Management Plan with building specific Covid related responses.
- share a resource packet to faculty, staff and families with community services available.
- designate the Guidance Department Chair as the mental health liaison for the district.
- set up faculty advisory teams - by period, homeroom, grade level, depending on building, for the purpose of a check and connect with students. This would be an expansion of the current Mentor Program in place.

Professional development on trauma sensitive education, the importance of SEL and the importance of building relationships will be presented to faculty and staff.



BILINGUAL MLL ELL



ENGAGEMENT

When it comes to slowed academic progress, multilingual learners (MLLs)/English language learners (ELLs) are among the most vulnerable of our students during this critical time. Supporting our MLLs/ELLs requires that we consider their unique challenges to accessing distance learning, both in the technological and comprehensible sense. For MLLs/ELLs, especially those who are at the beginning proficiency levels, it is crucial that they have continued access to materials in their home language(s) to continue their literacy and language development.

General Guidance for Distance Learning and MLLs/ELLs

- LEAs have a legal obligation to provide MLLs/ELLs with language development instruction and access to grade-level instruction and assignments. LEAs also have a legal obligation to provide information to parents/guardians in a language they can understand.
- Consider a hybrid model for at-home learning to ensure equity of access (virtual learning and/or assignment packets). Ideally, teachers can teach virtually or create pre-recorded lessons AND students have internet access on a smartphone or computer.
- Identify current materials (sets of student texts, workbooks, etc.) to send home. Determine if your current curriculum has a digital integrated or designated ELD/ESL component and prioritize continuing with this curriculum. The same goes for expectations around independent reading, strategies for annotating, etc. Keep in mind subscriptions your district may already have.
- Allow parents to pick up books or send some home with students.
- Make staying connected with your students a priority. Regardless of the continuing at-home learning scenario, make it a priority to connect via phone, text, or live video with your students on a routine basis to check in and provide an outlet for support or discussion.
- Set reasonable expectations for home literacy and language learning. Students and families will be juggling a new reality and priorities at home, so it is not reasonable to expect that an adult (English speaking or otherwise) is consistently available to provide academic support.
- Reassure parents that continuing to read, discuss texts, and teach their child in their home language is acceptable and preferred.
- Consider what students can do independently and what requires a teacher or other adult. When possible, prioritize guidance and activities that children can work on relatively independently while providing parent-friendly guidance for how to best support students diverse learning needs that impact their reading and writing skills.
- Draw on the expertise of colleagues. Consider how you can partner with families during this time by drawing upon the expertise of other ELD/ESL educators, family and community liaisons, translation supports, or other community partners who work closely with these student populations and their communities. Use these partners to assess families' technology needs and how the district can support.

Federal Regulations and Guidance

ASSESSMENT

- On March 20, 2020, the Secretary of Education invited requests for waivers of assessment,

accountability, and related reporting requirements in the ESEA for the 2019-2020 school year.

- With respect to assessments specifically, the Secretary invited requests to waive the requirements in Section 1111(b)(2) of ESEA, including the requirement in Section 1111(b)(2)(G) of ESEA to administer an ELP assessment in the school year 2019-2020.
- All State educational agencies (SEA) have requested and been granted this waiver for the 2019-2020 school year. Some SEAs have already administered some of their assessments to some of their students, and an SEA may elect to continue administering some portion of their State assessments.
- Under the waiver discussed above, an SEA that was unable to complete assessments for all English Learners (EL) in the school year 2019-2020 does not need to administer ELP assessments to the remaining ELs who were not assessed this year.
- If an SEA was unable to complete assessing all ELs in the school year 2019-2020, the SEA has the option to administer the ELP test in the fall of 2020, where possible, consistent with the State's ELP exit procedures

SCREENING

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

REMOTE LEARNING

- If an LEA is providing remote learning for its students, the LEA must provide language instruction services to ELs. However, during the COVID-19 national emergency, the Department

recognizes that physical school closures may affect how services are provided to ELs. EL services may be provided virtually, online, or via telephone.

- During this national emergency, schools may not be able to provide all services in the same manner they are typically provided. The Department recommends that during remote learning, EL teachers continue to provide instruction to students who were previously in self-contained EL classrooms or in pull-out models.
- For classes in which ELs participated in mainstream classrooms with both a content teacher and an EL teacher, the EL teacher should continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the ELs in that class through remote learning.
- Additionally, during remote learning, teachers should continue to provide appropriate supports and accommodations to EL students who were previously in mainstream classrooms with only a content teacher to the greatest extent possible.
- Parents, educators, and administrators must collaborate creatively to continue to meet the needs of ELs. Consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided.
- In addition, an LEA might consider non technology-based strategies, such as providing instructional packets or assigning projects and written assignments to EL students.
- In each instance, the Department recommends continuity in providing language services to ELs to the greatest extent possible under the current circumstances.

PROFICIENCY

Evaluating Progress and Regression

- During the COVID19 closure, English learners' progress may have stalled. Schools should be on the lookout for students whose English language proficiency decreased because they may have experienced limited instruction for an extended time during the school closures.
- Students who were close to being classified as proficient may now need more support, and students who already took the proficiency assessment and were set to stop receiving English services in the coming school year should be closely monitored in case they need additional help or need to be re-classified as English learners.

NEW YORK STATE SEAL OF BILITERACY

Guidance for implementing the NYSSB in light of COVID-19 school closures

Q: Can schools award the NYSSB in the 2019-20 school year given the school closures?

A: Yes. The criteria to earn the Seal (3 points in English; 3 points in a World Language) remains the same. So long as students are able to fulfill these requirement, schools may award the Seal.

Q: Should the Culminating Project Notification Form be submitted for the 2019-20 school year?

A: No. In light of the school closures due to COVID-19, schools/districts are informed that the Culminating Project Notification Form does not need to be submitted at all for the 2019-20 school year. Furthermore, no school visits will be scheduled for OBEWL staff to attend student presentations for 2019-20.

Q: Can the culminating project presentations be conducted via video conference during or after school closures?

A: Schools may choose to conduct Culminating Project Presentations between the students and the panel of interviewers via video conference. Students who are able to video conference for their presentations should use both audio and video whenever possible to best approximate the conditions of an “in-person presentation”. Seal of Biliteracy Coordinators should work with all Seal candidates to determine which students have access to the technology necessary to conduct virtual presentations and to identify the options available for those who do not.

Q: Can Seal candidates record their Culminating Project Presentations and then turn in the recorded video to the panel of interviewers for evaluation?

A: No. Student presentations may not be recorded and then submitted as this does not allow for the spontaneous interaction with the panel following the presentation. In addition, recording a Culminating Project Presentation does not provide reasonable assurance that outside resources weren’t used to enhance performance.

Q: Should the Seal Request Form / End-of-Year Data Form be submitted for the 2019-20 school year?

A: Yes. Schools offering the NYSSB in 2019-20 are required to submit two forms:

- Seal Request Form (lists the number of Seals needed by the school and the contact information for the person to whom the Seals and medallions are to be sent);
- End-of-Year Data Form (lists each student’s ID number, demographic data, and means by which they earned the required 6 points towards the Seal).

Q: Will the May 31st deadline to submit the Seal Request Form / End-of-Year Data Form be adjusted due to the school closures?

A: The deadlines for all forms are used to create a manageable flow of documents, however, schools may turn in these forms after the deadline where circumstances necessitate this. Schools that have these forms ready on or before May 31st are encouraged to submit by the deadline. Schools that need an extension to submit these forms after the deadline will be granted the extra time needed. During the 1st week in June of 2020, OBEWL will reach out to any schools offering the Seal that have not yet submitted these two forms to determine the new submission deadline in collaboration with the school.

Q: Can a school receive the Seal stickers for diplomas and medallions without submitting the Seal Request Form and End-of-Year Data Form?

A: No. In order for the Seal stickers and medallions to be sent, the Seal Request Form must be submitted online and the End-of-Year Data Form (Excel spreadsheet) must be received via email and the data verified by OBEWL. Seal of Biliteracy Coordinators requesting Seal stickers and medallions should keep in mind that the processing of these forms and subsequent mailing of stickers and medallions take approximately one week. Therefore, Seal of Biliteracy Coordinators should plan to submit these forms with a reasonable lead time.

Q: When is the earliest that Seal stickers and medallions will be mailed?

A: The Seals and medallions will be mailed starting May 15th after the receipt of the Seal Request Form and the verification of the End-of-Year Data Form.

TECHNOLOGY AND CONNECTIVITY



TECHNOLOGY AND CONNECTIVITY



- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning as well as any lack of internet service.
 - Even if a survey was conducted in the spring, it is important to re-survey families to account for any changes over the summer.
- Expand at-home access to devices and the internet.
- Provide students opportunities to give feedback on remote learning instruction and materials.
- Consider access to post-secondary learning opportunities for all students and how to increase these in remote learning environments.
- Consider consolidating specialized, low-enrollment classes in a region to one full class via remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams as information from surveys becomes available.
- Revisit district technology plan to include guidance on remote learning and establishing access for families.
- Include opportunities for training and support for educators to adapt remote learning for the classroom in PD plan.
- Identify a device and/or general technology support leader for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - » Safely bagging devices collected at schools;
 - » Sanitizing the devices prior to a repair or replacement evaluation;
 - » Ordering accessories that may be needed over the summer; and
 - » Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
 - » Identify an asset tracking tool.
 - » Identify a team to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices in partnership with BOCES IT service to minimize the time that staff may be without a device.
- Prepare an Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families that includes options for families without internet access.
 - » Kajeet: To support schools and districts with their student connectivity needs, Kajeet has created Distance Learning Bundles. We have taken our trusted wireless solutions, the Kajeet SmartSpot® and Sentinel-Ready™ LTE Chromebook, and bundled them with flexible data plans ideal for distance learning and blended learning initiatives.



BUDGET AND FISCAL



BUDGET AND FISCAL

PROCUREMENT/ORDERING OF SUPPLIES

Ordering of Supplies will be an essential part of safe reopening due to new requirements for PPE and additional disinfection and cleaning products.

- It is recommended that each district/BOCES designate a single point of contact for ordering of supplies and maintaining an inventory throughout the school year to ensure adequate PPE and cleaning supplies are available at all times.
- Districts must follow proper procurement procedures to order these supplies. The Office of General Services (OGS) outlines the procedures at the link below:
 - » Procurement for School Districts: <https://ogs.ny.gov/procurement/procurement-school-districts>
 - » Preferred Sources: <https://ogs.ny.gov/procurement/preferred-sources>
- It may be beneficial for districts/BOCES to utilize existing BOCES bids through the Cooperative Purchasing service. Although bids for custodial supplies and health supplies are bid once per year (February/March), orders can be placed until September 30th. Relevant bids are listed below.
 - » BOCES Bid for Medical/Health Supplies:
<https://4.files.edl.io/4e99/04/16/20/115441-57503bb1-2dd5-4a67-91b3-641f51d04fa8.pdf>
 - » BOCES Bid for Custodial Supplies:
<https://4.files.edl.io/fd6e/03/26/20/115701-a997db23-c8d9-478d-b898-6f163cd6bed2.pdf>
- The following is contact information for the BOCES cooperative purchasing office:

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

Leanne Lawrence
leanne.lawrence@sllboces.org

- Districts/BOCES may also piggyback off of other bids including a few national purchasing cooperatives (linked below). It is easier for districts/BOCES to use bids on State contract (linked below)
- This link brings you to the Industrial & Commercial Supplies and Equipment bid at the state. They list the awarded vendors on pages 2 & 3 of the document. <https://online.ogs.ny.gov/purchase/spg/pdfdocs/3900022918ra.pdf>

State Contracts

Medical and Laboratory Supplies and Equipment
<https://online.ogs.ny.gov/purchase/spg/awards/1200023154CAN.HTM>

Walk-In Building Supplies
<https://online.ogs.ny.gov/purchase/spg/awards/3180023084CAN.HTM>

Green Cleaning Products:
<https://greencleaning.ny.gov/Entry.asp>

BUDGET AND FISCAL

Estimated quantities for PPE supplies: (link to original source: <https://boston.cbslocal.com/wp-content/uploads/sites/3859903/2020/06/Guidance-on-Required-Safety-Supplies-for-Re-Opening-Schools.pdf>)

DISPOSABLE MASKS

	Quantity per 100 per group	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	12-week Supply at 25% Attendance	Assumptions
Students	100 masks per week	1,200	600	300	1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).
Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per teacher.
School nurses and health providers	1,000	12,000	6,000	3,000	10 disposable masks per week per school nurse.

MATERIALS FOR STAFF MEMBERS WHO MAY BE IN HIGH-INTENSITY CONTACT WITH STUDENTS OR HANDLING WASTE MATERIALS

	1-week. Supply for 1 Staff	12-week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 disposable nitrile gloves (pair) per week, per staff.
Disposable Gowns	10	120	10 disposable gowns per week, per staff.
Eye Protection	2	n/a	2 re-usable eye protection per staff total.
Face Shields	2	n/a	2 reusable face shields per staff total.
Waste Disposal Medium	1	n/a	1 unit per staff total.
N-95 Ventilating Masks* <small>Note: N-95 masks are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures</small>	10	120	10 N-95 masks per week, per staff.

BUDGET AND FISCAL



BUILDING SUPPLIES

	1-week Supply for one building	12-week. Supply at 100% Attendance	12-week Supply at 50% Attendance	Assumptions
Hand Sanitizer	1/3 gallon/classroom	4 gallons/classroom	2 gallons/classroom	1/3 gallon of hand sanitizer per classroom, per week at 100% attendance.
Disposable Nitrile Gloves	20	240	240	20 disposable nitrile gloves (pair) per week, per custodial staff member at 100% attendance.
Waste Disposal Medium	1	n/a	n/a	1 disposal medium per school building.

ADDITIONAL BUDGETARY CONCERNS

- In the wake of the COVID-19 Pandemic, school districts face many uncertainties pertaining to school budgets.
- Districts scrambled to fulfill new roles and responsibilities during the Spring closure, such as providing meals to all families, purchasing PPE for staff, printing and mailing thousands of absentee ballots for the budget vote and BOE elections, purchasing and deploying new devices for remote learning, covering costs associated with providing internet access, and many more,
- The Governor has promised additional cuts to State Aid, even as many districts have been historically under-funded.
- Districts should prepare for inevitable budgetary restraints as the public health situation remains uncertain and ever-changing.
- Districts should expect additional unfunded mandates from the State, which will affect budgets throughout the 2020-2021 academic year.
- Districts should account for additional costs associated with remote learning, PPE, additional cleaning products, large increases in transportation costs, and many more new costs.

HUMAN RESOURCES STAFFING LABOR RELATIONS



HUMAN RESOURCES/STAFFING/LABOR RELATIONS

As districts and BOCES plan for reopening, there will be several considerations regarding labor relations and human resources.

- Employers should work with their local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, are followed, including for identification of new potential cases of COVID-19.
- As a general rule, what was true for labor and employment law before the pandemic continues to be true.

ADA

Compliance with the Americans with Disabilities Act (link)and providing reasonable accommodations has been and continues to be applicable.

- The process for reasonable accommodations remains the same.
- The legal standards for reasonable accommodations remains the same.
- The government-funded Job Accommodation Network (JAN) is a free service that offers employers and individuals ideas about effective accommodations. JAN can be reached at 1-800-526-7234 (voice or TDD); or at www.jan.wvu.edu/soar.

Collective bargaining:

Collective bargaining laws continue as they did prior to the pandemic.

- As a best practice, communication between employers and employees is vital to address the ever changing landscape of State and Federal directives related to COVID-19.

LEAVE LAWS

New or Modified Laws:

- Signage must be posted in visible spaces informing employees about new leave laws.
- New Law: Families First Coronavirus Response Act provides paid sick leave to employees and expands FMLA under specific conditions.
 - » <https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave>
 - » Q & A: <https://www.dol.gov/agencies/whd/pandemic/ffcra-questions>
 - » Schools should post the employee rights: https://www.dol.gov/sites/dolgov/files/WHd/posters/FFCRA_Poster_WH1422_Non-Federal.pdf

HUMAN RESOURCES/STAFFING/LABOR RELATIONS

Topic	FFCRA Sick Leave Act	NYS Sick Leave Law
Effective Date	April 1 through December 31, 2020	March 18, 2020
Employers Covered	Private employers with fewer than 500 employees and public sector employers with at least 1 employee.	All New York State employers, except those that ceased operations for safety concerns due to COVID-19.
Employees Covered	<p>Employees who are unable to work because the employee:</p> <ul style="list-style-type: none"> Is subject to a federal, state or local quarantine or isolation order related to COVID-19; Has been advised by a health care provider to self-quarantine due to COVID-19 concerns; Is experiencing symptoms of COVID-19 and is seeking a medical diagnosis; Is caring for an individual who is subject to an isolation or quarantine order or because the individual has been advised by a health care provider to self-quarantine due to COVID-19 concerns; Is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or Is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor. 	<p>Employees subject to a "mandatory or precautionary order of quarantine or isolation" issued by the "state of New York, the department of health, local board of health, or any government entity duly authorized to issue such order due to COVID-19."</p> <p>Employees are not covered if they:</p> <ul style="list-style-type: none"> Are asymptomatic or have not been medically diagnosed and who are able to work remotely; or Traveled for non-business reasons to a country for which the Centers for Disease Control and Prevention issued a Level 2 or 3 health notice, despite being notified of the health notice prior to travel.
Amount of Leave Required	<p>10 days of paid leave (80 hours) for full-time employees; pro-rated amount of paid leave for part-time employees.</p> <p>(This does not include leave provided under the FFCRA's Emergency Family and Medical Leave Act.)</p>	<p>10 or fewer employees as of January 1, 2020 and not more than \$1 million net income: Unpaid sick leave until the end of the quarantine or isolation order.</p> <p>10 or fewer employees with a net income of greater than \$1 million OR between 11 and 99 employees as of January 1, 2020:</p> <p>5 days of paid sick leave and unpaid leave until the end of the quarantine or isolation order.</p> <p>100 or more employees as of January 1, 2020: 14 days of paid sick leave during the quarantine or isolation order.</p>
Interaction with Employer's Leave Policy	Sick leave benefits under an existing employer-provided policy are not diminished.	Sick leave must be provided in addition to any other employer-provided sick leave, including any leave required by the New York City or Westchester paid sick leave laws.
Interaction with Other Sick Leave Laws	State or local sick leave laws are not preempted.	If New York provides benefits in excess of the federal benefits, then the employee may receive the federal leave benefits plus the New York leave benefits in an amount equal to the difference between the state and federal benefits.

Training

Health and Safety Training

for all staff

How to follow new COVID-19 protocols:

- hand hygiene
- proper face covering wearing
- social distancing
- respiratory hygiene
- recognition and observation of symptoms
- daily health screening
- donning/doffing/discarding PPE
- cleaning/disinfection of frequently touched surfaces
- isolation of symptomatic students and staff in school
- home isolation criteria for sick students and staff

This training will be provided during the beginning-of-the-year staff development training. The district nursing staff will train employees in small group sessions (or virtually).

PD Plan for Instructional Staff

Social-Emotional Training

- TCIS (Therapeutic Crisis Intervention for Schools)
- Positivity Project
- DTST (District Trauma Sensitive Team)

Instructional Professional Development/Training

During the summer months, teachers have participated in the following professional development in preparation for the different instructional models that may be implemented in the fall of 2020. In preparation for the lost instruction that may have occurred due to the extended school closure, teachers participated in the following professional development:

- **What Does a Typical Day of E.L.A. Instruction Look Like Post COVID-19?**

During this three-day session, literacy coaches shared options for learning management systems, technology tools, how to create a virtual classroom, schedules for on/off days of instruction, and the basics of asynchronous versus synchronous instruction. Participants reviewed the 2019 - 2020 unit flows (curriculum maps) for the Reading and Writing Workshop as well as Phonics. They prioritized the standards and adjusted the 2020 - 2021 unit flows (curriculum maps) to address the learning gaps that may have resulted from the extended school closure (as a result of the COVID-19 pandemic).

The participants then used the 2020 – 2021 unit flows for the Reading and Writing Workshops to plan for an in-person and virtual unit and mini-lesson(s). They worked independently to create a structure for a digital Reading Workshop by recording mini-lessons and other components of the Reading and Writing Workshops. Virtual instruction of phonics and other balanced literacy components was also addressed during this training.

The literacy coaches discussed a typical daily schedule and taught exemplar lessons through a variety of platforms both real-time and pre-recorded. All lessons stayed true to the workshop structure with mini-lessons remaining under ten minutes in length. Literacy coaches presented options for both small group instruction and whole group instruction.

Participants were given time to develop a typical daily schedule for an “on” day of instruction and a typical daily schedule for an “off” day of instruction. They also practiced recording themselves teaching a mini-lesson and a “live” lesson using a district approved digital platform. Upon completion of each day, the participants submitted their work to a literacy coach for feedback.

- **What Does a Typical Day of Math Instruction Look Like Post COVID-19?**

During these sessions, teachers used the emphasis documents (70/20/10) and the 2020 -2021 Priority Instructional Content Guide from [Achievethecore.org](https://www.achievethecore.org) as well as information from previous grade-level teachers to adjust the curriculum maps for the 2020 – 2021 school year. This will allow for the learning gaps that may have resulted from the extended school closure (as a result of the COVID-19 pandemic) to be addressed while remaining focused on the major standards.

Teachers were introduced to and planned for the use of Seesaw and/or Pear Deck as tools to help engage students, especially if the school year includes partial or full remote instruction. Zearn and Embarc were explored, as supplemental options should teaching require a remote component. Teachers also investigated creating and modifying virtual classrooms as a way to organize virtual materials and engage students.

- **What Does a Typical Day of Science Instruction Look Like Post COVID-19?**

During these sessions, teachers focused on information from previous grade-level teachers to create science curriculum maps for the 2020 – 2021 school year. Participants prioritized the standards and adjusted the 2020 – 2021 science curriculum to address the learning gap(s) that resulted from the extended school closure (as a result of the COVID-19 pandemic). Teachers utilized the Mystery Science curriculum to develop the curriculum maps for the 2020 – 2021 school year.

RESOURCES A-Z



A

AASA

GUIDELINES FOR REOPENING SCHOOLS From The AASA COVID-19 Recovery Task Force

American Academy of Pediatrics

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

<https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/>

<https://pediatrics.aappublications.org/content/early/2020/07/08/peds.2020-004879>

AEI

https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/?gclid=Cj0KCQjw6ar4BRDnARIsAITGzIBfn2YYq6i2NhK_G-TbwZ7zop6MUczBd8pa0Bvu0DIpsrhRqPMoOUaAiv7EALw_wcB

AIHA Coronavirus Outbreak Resource Center: https://www.aiha.org/public-resources/consumer-resources/coronavirus_outbreak_resources

American School Counselor Association

<https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources>

ASCD

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf>

ASHRAE

Standard 62.1-2019, Ventilation for Acceptable Indoor Air Quality:

<https://www.ashrae.org/technical-resources/standards-and-guidelines/read-only-versions-of-ashrae-standards>

ASHRAE Epidemic Task Force, Schools and Universities:

<https://www.ashrae.org/file%20library/technical%20resources/covid-19/ashrae-reopening-schools.pdf>

B

C

California Department of Education

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

CDC

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

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

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

<https://www.cdc.gov/coronavirus/2019-ncov/> community/reopen-guidance.html

RESOURCES A-Z



CDC Home Care Guidance

CDC COVID-19 Environmental Cleaning and Disinfection Guidance for Households

CDC Home Care Guidance for People with Pets

Find Answers to Common Cleaning and Disinfection Questions

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

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

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

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/burn-calculator.html>

Center on Reinventing Public Education

https://www.crpe.org/sites/default/files/final_diagnostics_brief_2020.pdf

Center to Improve SEL and School Safety

https://selcenter.wested.org/wp-content/uploads/sites/3/2020/05/SEL_Center_Strategies_for_Trauma_Informed_Distance_Learning_Brief.pdf

Chalkbeat

<https://www.chalkbeat.org/2020/5/19/21264344/english-learners-guidance-pandemic-federal-ed-department>

Consortium for School Networking

<https://covid19edtechguidance.com/>

Connecticut.gov

<https://portal.ct.gov/-/media/Coronavirus/20200622-DPH-Guidance-for-School-Systems-for-the-Operation-of-Central-and-nonCentral-Ventilation-Sys.pdf>

<https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>

Council of Chief State School Officers

https://ccsso.org/sites/default/files/2017-12/Formative_Assessment_for_Students_with_Disabilities.pdf

D

District Administrator

<https://districtadministration.com/reopening-schools-summer-school-equity-instruction-health-safety-florida-virginia-oregon/?eml=20200612>

E

EdSurge

<https://www.edsurge.com/news/2020-03-20-here-s-what-schools-can-do-for-the-millions-of-students-without-internet-access>

EPA

RESOURCES A-Z



EPA's 6 Steps for Safe and Effective Disinfectant Use

F

FDA

<https://www.fda.gov/media/137079/download>

G H

HEALTH AND SAFETY PROGRAM (SAFETY RISK MANAGEMENT)

https://drive.google.com/file/d/1MJ_NGh-gYxbWFBBxEUuOGsrN2TGvTCVd/view?ts=5ebc0efb

I J

Journal of Education and Training Studies

<https://files.eric.ed.gov/fulltext/EJ1125804.pdf>

K

Kajeet

<https://www.kajeet.net/>

L M

Maryland Department of Education

<http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf>

Massachusetts Department of Education

<https://d279m997dpfwgl.cloudfront.net/wp/2020/06/DESE-Initial-Fall-Reopening-Guidance-vFF.pdf>

<http://www.doe.mass.edu/covid19/on-desktop.html>

Michigan Department of Education

https://www.michigan.gov/documents/whitmer/MI_Safe_Schools_Roadmap_FINAL_695392_7.pdf

N

National Association for Pupil Transportation

<https://www.napt.org/content.asp?contentid=275>

National Institute of Health

<https://www.nih.gov/news-events/news-releases/new-coronavirus-stable-hours-surfaces>

NERIC

https://neric.org/services/#business_services

New Jersey Department of Education

RESOURCES A-Z



<https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf>

Next Gen

<https://www.nextgenlearning.org/articles/educating-all-learners-to-thrive-during-school-closure>

NY DOH

https://coronavirus.health.ny.gov/find-test-site-near-you?gclid=Cj0KCQjw6ar4BRDnARIsAITGzICL4CfBOxhERvG8PiNQYK-RmRjMXGBET1b_PzXs6y8svEHAE5LEsPkaApGXEALw_wcB

NYSED

http://www.p12.nysed.gov/facplan/Laws_Regs/8NYCRR155.htm#_155_7_Health_and_Safety_In_Exist_Ed_Facilities

NYSSB

<http://www.nysed.gov/common/nysed/files/programs/world-languages/faq-guidance-for-implementing-the-nyssb-during-covid-19-school-closures.pdf>

NYSSMA

<https://www.nyssma.org/advocacy/nyssma-covid-19-guidance/the-future-of-ensembles-committee/>

New York Times

<https://www.nytimes.com/2020/06/30/us/coronavirus-schools-reopening-guidelines-aap.html>

<https://www.nytimes.com/2020/07/11/us/virus-teachers-classrooms.html?smtyp=cur&smid=fb-nytimes>

<https://www.nytimes.com/2020/06/26/us/coronavirus-schools-reopen-fall.html>

<https://www.nytimes.com/2020/06/30/us/coronavirus-schools-reopening-guidelines-aap.html>

O

Ohio Department of Education

<http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reset-Restart-Guide.pdf.aspx?lang=en-US>

Online Learning Consortium

<https://onlinelearningconsortium.org/>

Ontario Canada

<https://www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year>

OSHA

<https://www.osha.gov/Publications/OSHA3990.pdf>

OSHA COVID-19 Website

P

Pennsylvania Department of Education

RESOURCES A-Z

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/Pages/InstructionalHours.aspx>

Q R S

Secret Service

https://www.secretservice.gov/data/protection/ntac/ssi_guide.pdf

Sports and Recreation

<https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/SportsAndRecreationMasterGuidance.pdf>

State of Connecticut

<https://portal.ct.gov/-/media/Coronavirus/20200622-DPH-Guidance-for-School-Systems-for-the-Operation-of-Central-and-nonCentral-Ventilation-Sys.pdf>

T

TNTP

https://tntp.org/assets/documents/Virtual_Talent_Guide-TNTP.pdf

U

UC Davis

<https://ucdavis.app.box.com/s/xouzsdn6jgqx71ulbzou1g8lhqggdi3i>

University of Toronto

<https://news.engineering.utoronto.ca/air-filtration-and-covid-19-indoor-air-quality-expert-explains-how-to-keep-you-and-your-building-safe/>

<https://www.dlsph.utoronto.ca/2020/04/covid-19-is-a-deadly-threat-to-children/>

US Department of Education

<https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>

V W

Washington Post

<https://www.washingtonpost.com/education/2020/07/10/case-against-reopening-schools-during-pandemic-by-fifth-grade-teacher/>

<https://www.washingtonpost.com/education/2020/07/06/why-schools-must-find-safe-way-reopen-most-vulnerable-students-by-veteran-educator/>

X Y Z

