



# **TST BOCES** **2020-2021** **REOPENING PLAN**

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## Introduction

At Tompkins-Seneca-Tioga BOCES (TST BOCES) our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus programs will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Re-opening Plan will define clear guidance for the re-opening of our educational programs and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

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

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

- Pathways in Technology Early College High School
- TST Regional Alternative School
- High School Equivalency Preparation
- Exceptional Education including Foundations, Branches, Bridges, Springboard MS, Steps, Career Skills, Therapy, Turning Point, Springboard, Lighthouse and Itinerant Programs
- Career and Technical Education

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

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, component school districts, and stay-at-home orders from the Governor. The level of infection, the spread of the COVID-19 virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

District Superintendent Jeffrey A. Matteson will serve as TST BOCES' COVID-19 Coordinator. He will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure TST BOCES is in compliance and following the best practices per state and federal guidelines.

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

## Guiding Principles

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

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

## Communication/Family and Community Engagement

To help inform our re-opening plan, TST BOCES has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included a representative Re-Opening Task Force, online surveys, virtual forums/meetings, social media engagement and one-on-one conversations.

TST BOCES remains committed to communicating all elements of this re-opening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via TST BOCES website at [www.tstboces.org](http://www.tstboces.org) and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the re-opening of schools and the new academic year, TST BOCES has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. TST BOCES will use its existing communication modes including website postings, the BOCES newsletter, PR service, social media channels, mass notification software as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

TST BOCES Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.

- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

Tompkins-Seneca-Tioga BOCES (TST BOCES) developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by TST BOCES to inform the school community. Information will be dispersed in a variety of platforms that include:

- District website
- Call list/ROBO Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by the BOCES
- Town Hall Meetings (Zoom, WebEx, Google Classroom, etc.)

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

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

## Health and Safety

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

The following protocols and procedures will be in place in all TST BOCES programs for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact -our COVID-19 Safety Coordinator Dr. Jeffrey Matteson at [jmatteson@tstboces.org](mailto:jmatteson@tstboces.org) or 607-257-1551 ext. 1001.

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

To ensure employees and students comply with communication requirements, Tompkins-Seneca-Tioga BOCES (TST BOCES) will:

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

### **Facility Entry**

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

### **Daily Health Screening**

- Prior to entering all Tompkins-Seneca-Tioga BOCES (TST BOCES) locations, individuals must complete a medical screening questionnaire. This questionnaire is accessible through the Tompkins-Seneca-Tioga BOCES (TST BOCES) website at [www.tstboces.org](http://www.tstboces.org) or through signage posted at all main entrances that provides a direct link to the survey using an iPhone or android phone. A paper option will also be made available at each entrance and can also be downloaded from [www.tstboces.org](http://www.tstboces.org) and completed prior to arrival.

- Staff should complete this screening prior to arriving at work via the electronic submission form.
- Although filing of the health survey is preferred to be completed online, a paper option will also be made available at each entrance and can also be downloaded from [www.tstboces.org](http://www.tstboces.org) and completed prior to arrival.
- Staff will be required to monitor their own temperature and symptoms prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Students and visitors will be screened for temperature at arrival.
  - Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus, however students will be screened at arrival for temperatures.
  - Visitors will have their temperatures taken upon arrival.
- All staff must sign in and out of each building with the welcome desk **each** time they enter and exit the building.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For multiple individuals entering the building simultaneously, they will be required to maintain social distance until they can be signed in and screened.
- Corridors will be created where individuals can enter the facility when in-person screening is utilized.
  - Multiple lines and entrances will be coordinated, if needed to reduce crowding.
  - Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.

### **Social Distancing**

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

## **Personal Hygiene**

- Hand washing - Students and staff must practice good hand hygiene to help reduce the spread. Staff and students should conduct routine hand washing and hand sanitization throughout the school and workday. Hand hygiene stations/sinks are provided for staff and students, including hand washing with soap, water and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible. Touchless hand sanitizer dispensers will be provided throughout buildings and at main building entrances. Individual pump spray bottles of hand sanitizer will also be provided to staff as needed.
- All bathroom electric hand dryers have been disabled and paper towel dispensers installed for use in campus buildings.

## **Visitor and Vendor Practices**

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

## **Visitors**

Visitors are required to complete the mandatory questionnaire (see **TST BOCES Visitor Questionnaire**) prior to any work or business in any buildings to determine access to the facility. Building receptionists at main entrances will be required to provide visitors with the questionnaire and have them complete it before allowing entrance into any TST BOCES facility. Receptionists will maintain a file of all completed questionnaires and keep a log of all visitors allowed into the facility. Visitors will be required to provide and don their own appropriate face covering prior to arriving or being granted access to any TST BOCES facility.

## **Vendor**

- All vendors must be wearing proper face covering prior to entering any building and it must always be worn when six (6) foot social distance cannot be maintained.
- All vendors must report to the Operations and Maintenance building first for temperature screening and to fill out the **TST BOCES Visitor Questionnaire**. The vendors must sign in with their identification.
- No vendor should enter a building unless necessary for completion of their job.
- All vendors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing.
- Should a vendor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to: Director of Facilities, David Pitcher at [dpitcher@tstboces.org](mailto:dpitcher@tstboces.org)

## **Training**

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

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

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

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

### **Training for Screeners**

Tompkins-Seneca-Tioga BOCES (TST BOCES) will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, temperature screenings and social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

### **Training Topics for All Staff and Substitutes**

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



- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- Where possible TST BOCES will establish additional shifts to reduce the number of employees in the worksite at one time
- Will stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits
- Will reduce tasks requiring large amounts of people to be in one area
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, consider limiting meeting attendance depending on local, state, and federal guidelines.

### **Conference Rooms**

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

### **Break Rooms and Lunch Rooms**

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

### **Copier Rooms/Areas**

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

### **Restrooms**

- All bathrooms regardless of size will be limited to one person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry indicating one person at a time.
- Automatic hand dryer use will be discontinued and replaced with touchless paper towel dispensers.
- Touchless water fixtures will be installed where applicable.

## Hallways/Stairwells

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

## Classrooms

- Occupancy in each classroom will be specific and determined based on the overall square footage of the space.
- Each Student, teacher and support staff will receive not less than 6 ft. of separation from others.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes will be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear a proper face covering.
- Where possible, special area teachers and Pupil Personnel Services staff will travel to the classroom to provide instruction.
- Restrict room furnishings and items in the classroom to those that department supervisors determine are appropriate for use.

## Nurse Stations

- All students and staff are required to wear appropriate face coverings.
  - N95 Respirator use for nurses should be limited to situations of suspected COVID-19
  - Nurses must receive proper training and fitting of an N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
  - Maintain social distancing of no less than 6ft.
  - Create “sick” and “well” zones.
    - Students that receive daily medication will be treated separately from students presenting with symptoms of illness.
    - Nebulizer treatments will be conducted in a separate isolated space with adequate fresh air circulation.
  - Physical separation will be achieved by utilizing:
    - Individual exam rooms
    - Polycarbonate barriers
    - Retractable dividing curtain walls.
- Isolation Room/s
  - Individuals presenting with symptoms associated with COVID-19 should be immediately isolated to reduce risk of transmission.
  - A separate room will be utilized where applicable.

## Isolation Rooms

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms associated with COVID-19.
- Where excess space is not available, Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.

- The Circle of Courage room in Building D will be used for this purpose at the onset of in person instruction.

### **Reception areas**

Reception areas will remain at all entrances of each building.

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

### **Computer Labs**

- The use of shared space and equipment use will be limited where feasible.
- Blocks of computers will be sectioned off to ensure social distancing is maintained.
- Tables of computers will be reconfigured
- Cleaning and disinfection of computer labs and keyboard will be frequent
- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

### **Library Spaces**

- Restrict room furnishings and items in the classroom to those that department supervisors determine are appropriate for use.
- Reconfigure space to ensure social distancing.
  - Tables will be limited to one individual at a time where applicable.
    - Polycarbonate barriers may be installed to create a physical barrier.
  - Desks will be rearranged
  - Small reading nook use should be discontinued unless:
    - limited to one person at a time.
    - Cleaned and disinfected routinely
- Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing

### **Engineering Controls**

- Alcohol based hand sanitizer will be available in each entry, all corridors, and each classroom.
- Bathrooms
  - Limited to one occupant at a time.
  - Automatic hand dryer use will be discontinued
  - Touchless soap dispensers are in place at each sink
  - Touchless paper towel dispensers have been installed
  - Touchless faucets are currently in most bathroom spaces
    - Areas where old style fixtures exist- they will be replaced as applicable

- Entry doors to gang bathrooms will be left open where applicable to reduce high traffic surface contact with the handle
- Vestibules/Reception Areas
  - Polycarbonate barriers will be installed to provide protection for Tompkins-Seneca-Tioga BOCES (TST BOCES) staff and individuals
- Water Fountains
 

In general, building water fountains will be turned off and disabled so that they are inaccessible as they are difficult to continually disinfect and maintain in an appropriate manner. Where possible, they will be replaced with bottle filler units. Drinking water can be obtained through cold water faucets in most buildings in several locations including classrooms, conference rooms, lounges and other rooms. Bottled water may also be provided as needed at the discretion of TST BOCES and will be required to meet applicable sanitary codes and standards. Bathrooms, science classrooms and locker room sinks should not be used for drinking water but may be used for hand washing only.
- Floor Demarcations
  - All entrances or static waiting areas have floor signage installed allotting for a minimum of six (6) feet of separation between all individuals
  - Corridor floors and Stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.
- Temperature Screening Equipment – TST BOCES will use digital contactless thermometers for temperature screening purposes. As mentioned earlier in the plan, staff members that are conducting temperature checks and health screenings will also be required to use other appropriate PPE.

**Building Ventilation:**

- TST BOCES building HVAC systems are maintained and operated in an appropriate manner to minimize the spread of infectious disease. As part of the plan to reopen the TST BOCES campus, each HVAC unit has had preventive maintenance conducted where needed and also have been inspected for proper operation during the summer months. Additionally, TST BOCES ventilation systems utilize MERV 11 high capacity rated filters which meet current NYSED standards for air filtration systems. These filters are changed three times per year (will be changed next prior to the start of the regular school year in August 2020). HVAC systems are operated continuously during all times that the campus buildings are occupied.
- Windows may also be opened and used to provide the availability of fresh air, but may not promote proper air movement throughout the space without the use of fans to direct exhausted air to the outdoors. Windows should not be opened when building air conditioning or heating systems are in operation. Additionally, windows should not be considered a substitution to mechanical ventilation systems due to the lack of filtration available to reduce or lessen potential allergen exposure.
- The vast majority of occupied school classrooms and work areas are provided with some form of mechanical ventilation which is typically filtered supply and return air through a rooftop mounted HVAC unit and ductwork system or unit-ventilator. However, a few occupied spaces exist where mechanical ventilation systems are not provided. Where these spaces are used for occupancy, staff

members housed in these spaces should follow appropriate social/physical distancing rules and separate work areas from other staff members by a minimum of six feet and wear face coverings as appropriate.

### **Cleaning and Disinfecting:**

- Cleaning and disinfection of classroom spaces, bathrooms within classrooms and work areas should be conducted routinely each day upon class or cohort changes by department staff members. Staff members should keep a log of any cleaning and disinfection related work that they conduct. TST BOCES will provide cleaning/disinfection logs for staff use.
- Staff members must use disinfectant products supplied by TST BOCES (disinfectant wipes and/or disinfectant spray and paper towels) to routinely clean and disinfect high touch surfaces in work areas and classrooms such as light switches, tables, sink and toilet fixtures, door handles, desks, phones, keyboards and tablets, etc. Limit the sharing of objects and discourage touching of shared surfaces. When in contact with shared objects or frequently touched areas, wear gloves, sanitize or wash hands before contact. **NOTE: Only non-Clorox, non-bleach and non-ammonia based disinfectant products should be used to clean and disinfect computer related equipment and peripherals (i.e. monitors, keypads, IPADs, laptops, etc.).**
- TST BOCES facilities will also be cleaned and disinfected regularly on a daily basis by Operations & Maintenance Department staff. Information regarding daily cleaning and disinfecting procedures and appropriate product use is available from the Facilities Services main office. Additional cleaning and disinfection will also be conducted during the work day in building restrooms and other high touch areas by Operations & Maintenance Department staff.
- At the end of each day, staff members should make sure that desks, tables, counter tops and work areas and other surfaces are maintained clutter free. Items should be stored in enclosed cabinets or drawers so that surfaces can easily be cleaned and disinfected.
- Upon learning of a positive COVID-19 individual that has been in any BOCES facility, BOCES will immediately close down that facility, or portion of the facility, and conduct deep cleaning and disinfection operations no sooner than 24 hours after being made aware of the positive case. If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection will not be required but routine cleaning and disinfection will continue.
- Campus playgrounds will be cleaned per CDC Guidelines, however, outdoor areas, like playgrounds require normal routine cleaning, but do not require disinfection.
- School health office cleaning will be conducted by health office staff after each use of cots, bathroom, and health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.). Disposable items will be used as much as possible. These items include disposable pillow protectors, bed coverings, thermometers and specula's.

TST BOCES will require that meals such as breakfast and lunch are provided and served in individual classrooms or work locations to eliminate large gatherings in the cafeteria. Staff members will be supplied with additional garbage and recycling receptacles which will be collected throughout the day and dumped by Operations & Maintenance Department staff.

## **Management of Ill Persons:**

- Students and staff members with symptoms of illness must be sent to the school health office where the nurse or school medical director will assess the person's symptoms. If the nurse or medical director is not available, the staff or student will be isolated if necessary until they can be sent home.
- If a staff member or student becomes ill with symptoms of COVID-19 at school, the person will be excused from the school and sent home immediately, in a safe and proper conveyance. The school nurse and/or medical director will be immediately notified and will notify the local health department. The medical director or other health professionals (i.e. school nurse) acting upon the direction or referral of the director, may make such evaluations of students, teachers and any other school employees, in their discretion, that they may deem necessary to protect the health of the school community.
- While waiting in the school facility for discharge or to be sent home, any students exhibiting COVID-19 symptoms at school will be placed in a designated separate isolation room. If a separate isolation room is not available, all individuals should be kept at least 6 feet from the student and the student should be asked to wear a mask if they can tolerate it and it does not cause breathing difficulties. Students should be escorted from the isolation room directly to the parent/guardian and the parent/guardian should be instructed to contact their healthcare provider for follow-up and evaluation with a local clinic or urgent care center.
- TST BOCES will comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health. Students and staff members exhibiting symptoms of COVID-19 should be encouraged to contact their personal healthcare provider for assessment and follow-up.

## **Contact Tracing**

- TST BOCES will work with the local public health department and officials to trace all persons who had contact with a confirmed case of COVID-19 of any individual that may have been present at TST BOCES who has tested positive for COVID 19.
- These tracing efforts will only apply to students and staff members of TST BOCES.
- If an employee tests positive for COVID-19, TST BOCES will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as other employees or visitors who had close contact with the individual. Confidentiality will be exercised and maintained for all reporting and tracing efforts as required by state and federal laws and regulations.

## **Return to School After Illness:**

- TST BOCES will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:
  1. Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;

2. If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or related symptoms OR has not been tested, but is positive for related symptoms, they should not be at school and should stay at home until:
    1. It has been at least ten days since the individual first had symptoms;
    2. It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
    3. It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

## Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process at Tompkins-Seneca-Tioga BOCES (TST BOCES) could include:

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

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

## Facilities

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

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

The Tompkins-Seneca-Tioga BOCES (TST BOCES) plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the re-opening of school under conditions consistent with when the building is “normally occupied.”

Upon re-opening, TST BOCES plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied. In addition, lead in water sampling was conducted in all TST BOCES facilities prior to the school COVID-19 shutdown in March 2020 and results of the testing is posted on the TST BOCES website.

### Emergency Response Protocols & Drills

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

#### Emergency Response Protocols

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

#### Shelter-In-Place

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

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings is strongly recommended throughout the event may be considered

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

### **Hold-In-Place**

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

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

### **Evacuate**

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

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

### **Lockout**

Lockout protocols will be the same, but to include and maintain six (6) feet of space between students and staff in the area.

### **Lockdown**

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

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

## Child Nutrition

Tompkins-Seneca-Tioga BOCES (TST BOCES) will follow SFA policies when communicating about school meal services, eligibility, options and changes in operations. All meals provided during the public health emergency will be available at no cost to all children. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

Tompkins-Seneca-Tioga BOCES (TST BOCES) has identified Tama Stotts as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer.

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

For information about how meal information will be communicated, visit the Communication/Family and Community Engagement section of our re-opening plan.

### **Meals Onsite**

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

- Every Monday breakfast will be provided in the classroom, cold, without a choice for components. Students will have a menu to select their choice for breakfast for the rest of the week.
- Food allergies will be monitored by food service personnel and the health office as they become known, as has been our procedure.
- Pre-wrapped sporks for student use will be ordered instead of open plastic ware.
- Staff will be provided a time to go to the cafeteria for pickup of student meals. The cafeteria will be marked for social distancing.
- Students will be provided free breakfast and lunch in person
  - Breakfast and lunch will happen in classrooms to decrease gathering and mixing of cohorts.
  - Staff will gather student lunches and breakfasts in collaboration with food service personnel
  - Teachers will implement hand washing instruction and procedures before and after food service. Teachers will ensure that students use soap, wash for 20 seconds and dispose of their materials properly.
- Students who have chosen to attend virtually or in person will be asked to confirm their choice for a 10-week block of time. If they are virtual, we will deliver a box of food for the week.
- Students who need to have a change due to COVID, illness or quarantine will have access to pick up meals for the day/time until they can be added to the delivery list or return to school.
- We will survey families to determine preference for remote learning or in person.

## Transportation

Although the bulk of transportation of students to our campus is conducted by component school districts, Tompkins-Seneca-Tioga BOCES (TST BOCES) will conduct its transportation activities that are consistent with state-issued public transit guidance and NYSED School Re-opening guidelines. TST BOCES will limit or minimize non-essential travel and field trips as much as possible. However, in the event that a TST BOCES school bus is needed for use to transport students/passengers to their home, to a component school district, to work-study programs to-and-from the campus or special field trips, the following procedures will apply:

- Staff members should ensure that any students that will be transported on any TST BOCES school bus should be screened prior to being allowed to board any TST BOCES bus for symptoms of COVID-19 and not be allowed on the bus if they exhibit COVID-19 symptoms.
- TST BOCES school bus drivers must also complete daily health screenings and should not report to work if experiencing symptoms of COVID-19. Drivers and staff should also take appropriate hygienic measures prior to bus trips including proper hand washing and not touching face or contaminated surfaces.
- TST BOCES bus drivers will be provided with appropriate PPE that should be used in the process of picking-up, loading and unloading/discharging passengers. Face coverings, including face shields and masks will be provided and must be worn by the driver on the bus at all times when passengers are on the bus. Hand sanitizer will be available for drivers in the bus garage and is not allowed to be carried on any school bus. Disinfectant wipes and gloves will be provided and carried on the school bus. Drivers and staff members may choose to wear protective gloves but are not required to do so.
- Sneeze guards and other protective barriers cannot be installed on any TST BOCES school bus without prior approval from the NYSDOT.
- Students should wear a face covering while on the school bus if physically able to do so. Face coverings/masks will be provided by TST BOCES as needed.
- Students should social/physical distance while on the bus and maintain a minimum of 6 feet from each other whenever possible. Bus drivers can use marking tape to designate seats or locations that are not available for use to help maintain social/physical distancing.
- Buses should be loaded with students beginning at the rear of the bus.
- Bus drivers should work with staff members to assign seats to passengers and siblings or children who reside in the same household should be encouraged to sit together. No more than one passenger should be allowed per seat unless passengers are of the same family unit, ideally with an empty row in between passengers.
- When passengers are on the bus, buses equipped with roof hatches should operate with the roof hatches slightly open when ambient temperatures are above 45 degrees. Windows should also be opened if possible to increase outside air ventilation rates on the bus. However, windows should not be opened if it will pose a safety risk to passengers vulnerable to asthma or other respiratory illnesses. Fans and air conditioning should also be used whenever possible.
- At the end of each trip and/or when the bus is returned to its parking location adjacent to the bus garage, the bus driver will be responsible to clean the bus and disinfect it with disinfectant products supplied by TST BOCES. The driver is responsible for:

- Cleaning and disinfecting all commonly touched surfaces in the vehicle (i.e. steering wheel, dashboard knobs, shifting lever, heat and air conditioner vents, window controls, door controls and locks, etc.).
- Vehicle doors and windows should be open while cleaning and disinfection work is taking place.
- For buses returned to the bus garage after bus trips are completed for the day, TST BOCES bus maintenance staff will also conduct routine inspections and additional cleaning and disinfection of BOCES school buses as required.
- If it is determined that a bus has transported an individual that tested positive for COVID-19 or has exhibited symptoms of COVID-19, a 24-hour waiting period must occur before the bus is cleaned and disinfected. Affected buses can be used immediately after cleaning and disinfection.

### **Transportation Communication**

- Tompkins-Seneca-Tioga BOCES (TST BOCES) will emphasize to parents and students prior to re-opening schools that TST BOCES has thoroughly disinfected all buses and student transportation vehicles
- Tompkins-Seneca-Tioga BOCES (TST BOCES) will communicate with parents and students that student transportation vehicles are included in TST BOCES' COVID-19 plans and what part students and parents will play to ensure safety and minimize infection while utilizing TST BOCES transportation services

### **Loading/Unloading & Pickup/Drop-off**

- Dismissal times will be staggered to best suit building needs and to promote social distancing
- Adjustments will be made by program:
  - For unloading and entry, and loading and departure
  - Route timing which will be affected by delayed loading/unloading processes
  - Arrival and departure activities shall be supervised to ensure social distancing

### **BOCES fleet vehicles**

- Whenever possible, only one individual at a time should use a BOCES fleet vehicle (the driver).
- If it is necessary to have more than one person in a fleet vehicle at any time, in an effort to social distance, a passenger should sit in a seat as far as possible from the driver and any other passenger that is also in the vehicle.
- The driver and the passenger(s) must wear a face covering/mask while in the vehicle at all times. If the driver is the only person in the vehicle, it is not required that the driver wear a face covering/mask.
- The driver should operate the vehicles ventilation system if passengers are in the vehicle. Vehicle windows can also be lowered to increase the circulation of outside air in the vehicle. However, windows should not be opened if it will pose a safety risk to passengers vulnerable to asthma or other respiratory illnesses.
- At the end of each trip, when the vehicle is returned to its parking location adjacent to the bus garage, the driver of the vehicle will be responsible to clean the vehicle and disinfect it with disinfectant products supplied by TST BOCES. The driver is responsible for:
  - Cleaning and disinfecting all commonly touched surfaces in the vehicle (i.e. steering wheel, dashboard knobs, shifting lever, heat and air conditioner vents, window controls, door controls and locks, etc.).
  - Vehicle doors and windows should be open while cleaning and disinfection work is taking place.
- TST BOCES bus maintenance staff will also conduct routine inspections and additional cleaning and disinfection of BOCES fleet vehicles as required.

- If it is determined that a fleet vehicle has transported an individual that tests positive for COVID-19 or has exhibited symptoms of COVID-19, a 24-hour waiting period must occur before the vehicle is cleaned and disinfected. Affected vehicles can be used immediately after cleaning and disinfection.
- All fleet vehicles will be supplied with disinfectant wipes and/or spray and rubber gloves. Hand sanitizer will be available in the bus garage.

## Social Emotional Well-Being

In planning for our re-entry in September, TST BOCES has formed a subgroup of the Re-opening Task Force to examine the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success rely upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. In support of this belief, a Social-Emotional Learning team was created consisting of certified teachers, certified school counselors, licensed mental health professionals and school administrators. This task force team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional supports to help them re-engage and re-enter work and school. At TST BOCES, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, school-based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors and school-based health programs will be invaluable supports to our students. It will be critical to determine students who might be at risk for needing mental health supports. School counselors and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Supports will include:

- Subgroup planning related to the following:
  - Restorative practices
  - Family surveys
  - Staff surveys

- Scripts for discussing trauma and concerns related to the pandemic
- Resources for community and on campus mental health supports
- Frequent and clear communication with families about the plans, implementation and contribution.
- Onboarding for all staff, focusing on their return. Time, resources, and social emotional support will be provided to help staff take better care of themselves in order to better care for students.
  - Using restorative practices with staff
  - Providing professional development with choice and autonomy for those who have the capacity
  - Communicating the plans for reentry and the organization’s plans in relating to staff in regard to human capital, safety and childcare.

Additionally, all TST BOCES employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the TST BOCES community through our communication channels and through resources found on our website. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

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

#### **What Mental Health Professionals can do in schools**

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

## **School Schedules**

TST BOCES, as a service provider, has developed program schedules for delivery of instruction based on the in person virtual model. This means that coursework will be developed, housed and primarily delivered in an online environment with in person direct instruction available when students are allowed to be present on campus. This model allows for flexibility for students who need to receive instruction remotely due to COVID-19 considerations or if infections or infection rates force another in person school closure. With this in mind, here are the various scheduling considerations for TST BOCES educational programs:

- Staggered start and end to the school day. Certain busses/districts assigned certain times offset by 15-minute intervals.
- Each bus assigned a drop off spot and students are assigned an entrance into the building. Staff are assigned to monitor each entry point (up to 4) to decrease the number of students and increase flow.
- Breakfast in the classroom gathered by staff
- Scheduled times for students to practice handwashing (before and after breakfast and lunch, between activities, following using the bathroom, before and after using the playground, etc.)
- Playground time will be scheduled
- Outdoor learning spaces will be available when reserved
- Support spaces will be closed and adults reassigned with access to the spaces by one adult and one student at a time.

For information about how school schedule information will be communicated to students, families and staff members, visit the *Communication section* of our re-opening plan.

## Attendance, Attendance Reporting and Chronic Absenteeism

### Attendance and Attendance Reporting

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

Universal TST BOCES Attendance guidelines:

- Students who: turn in work, log in to an online work session, log onto an online therapy session, make contact with instruction or non-instructional staff during the school hours and/or attend in person will be marked as present. Students who do not have consistent internet connectivity will be expected to send a picture or accept a phone call in order to count toward their presence during online instruction.
- Staff will be made aware of the role of educational neglect during the pandemic.

### Chronic Absenteeism

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

The Tompkins-Seneca-Tioga BOCES (TST BOCES) addresses chronic absenteeism as follows.

#### 1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for

participating based on the model of instruction

- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.

## 2. Early Identification and Intervention

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

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

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

## Technology and Connectivity

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

During the school closure, Tompkins-Seneca-Tioga BOCES (TST BOCES) was able to gather data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. TST BOCES will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, TST BOCES will take the necessary steps to meet their needs where plausible.

### Specific Activities:

- Students and staff will have access 1 to 1 technology. Students will transport their Chromebook or iPad to and from school daily. Devices will be charged daily upon student arrival to school.
- TST BOCES staff will work with families and districts to ensure stable and reliable internet access for all students, when/where possible
- Staff who do not have access to reliable internet, will be granted access to the Smith building on a case by case basis to perform their job 'remotely' if closure is needed.
- Utilize Google classroom or Schoology to load content. This platform will also be deployed when in person in order to ensure/teach virtual learner skills.
- Workbooks will be used at the elementary level, laid out with weekly plans. These will be used in the classroom, so that students have the knowledge and practice necessary to access the work when online is not an option (due to mental health, connectivity or family preference).

- Provide educators with professional development
  - Google suite
  - PDF editor
  - Using a tablet to write while teaching virtually
  - Progress monitoring in-person and remotely
- Develop an IT support program for teachers. A person will be available to troubleshoot.
- Access for students and families to IT support
- Utilize a video and curricula library so that others can access materials and resources.
- Use google meet for recording lessons

## Teaching and Learning

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

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

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

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

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

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

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

Grading practices will be designed to provide direct feedback regarding students' mastery of course content.

### **In-person Instruction**

Upon re-opening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

Accommodating a six-foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into elementary classrooms.

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

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

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

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

### **Remote/Hybrid Instruction**

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

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

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

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

Grading practices will be designed to provide direct feedback regarding students' mastery of course content.

For information about how remote/hybrid instruction information will be communicated to students and families, visit the Communication/Family and Community Engagement section of our re-opening plan.

### **Extracurricular Activities**

TST BOCES will be putting a pause on all extracurricular activities during the re-opening period. This will be reviewed periodically after school re-opening.

## **Special Education**

Tompkins-Seneca-Tioga BOCES (TST BOCES) re-opening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). As a special education service provider, our plans reflect the services provided to special education students on behalf of our sending districts. In our regular education programs (Regional Alternative School; Career and Technical Education) we will apply the services to disabilities framework. In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

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

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

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

## Bilingual Education and World Languages

Support of English language learners (ELLs) at TST BOCES will be comprehensive, high-quality, and culturally responsive.

TST BOCES is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students, we will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the re-opening process which includes telephone contact, text messages, social media, emails and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

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

In order to assure that students have opportunities to study world languages we are prepared to teach in the in-person, hybrid, or remote format upon re-opening. TST BOCES will support our students as they work towards earning the New York States Seal of Biliteracy.

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

## Staffing

### **Teacher and Principal Evaluation System**

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

### **Certification, Incidental Teaching and Substitute Teaching**

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

### **Student Teachers**

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

## Key References

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

### Additional References

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

# Appendix

## Program Specifics

### Pathways in Technology Early College High School

#### Health and Safety

- All guidelines in the TST BOCES Return to Work Plan will be followed.
- All staff and students will complete a TST BOCES Covid-19 Health Screening Assessment each day prior to entering classrooms or offices.
- Student's temperature will be monitored after getting off the bus and prior to going onto the shuttle buses to Dryden. Students showing symptoms, including a fever of 100.0\* or above will be taken back to their home district. We may follow the lead of our districts and allow parents to take temps. (\*\*Would be better to have P-TECH students assessed at their home district before getting on the bus to TST\*\*)
- Students dropped off at TC3 directly will have their temperature taken upon entering the building before their ride leaves. Students showing symptoms, including a fever of 100.0\* or above, will be taken back home by their ride. Again, we may follow the lead of the districts and allow parents to take temps.
- P-TECH will work with TC3 to create a place for students to stay who become symptomatic during the day until they can be picked up.
- Staff will be trained on how to properly use PPE prior to the first day of in-person classes.
- Students will be trained on how to properly use PPE on the first day of in-person classes

#### Facilities

- Students on the shuttle bus will be dropped off at TC3's main entrance. (TC3 will have 4 entry points for their campus, but our plan is to use the main entrance at this point)
- Parental drop off will also be at the main entrance.
- Pick up will be on the Northeast side of the building where the blue doors are (TC3 has no limitations on exit points for the building, but we will use the blue doors). Students will be appropriately distanced.
- Students will be strongly encouraged to not use TC3's water fountains, but to bring in a water container and seek a filling station.
- Only one student per class will be allowed at a time to use the bathroom. Students will be encouraged to follow proper handwashing following restroom use. Students will be required to wear PPE to and from the bathrooms.
- Staff will enter the building in coordination with TC3's staff plans.
- Classrooms furniture/desks/projects will be spaced so that students maintain as much distance as possible, preferably 6' or more during instructional time.
- Masks will be required in all hallway situations, in classrooms when social distancing cannot be maintained, and on all buses and other forms of transportation.
- Each classroom and office will have access to alcohol-based sanitizer. There will be refillable bottles located in each classroom.
- Signage and visual cues will be provided for students to encourage social distancing and limit the sharing of classroom materials.

- Students will walk in one direction around the P-TECH wing (counterclockwise) to minimize student contact.
- Outdoor learning spaces used as appropriate.

### **School Nutrition**

- Breakfast will be provided by home districts as has been past practice.
- Lunch will be provided at P-TECH.
  - Students will eat in the cafeteria in our designated area and sit no more than 2 students per table.
  - Students will be encouraged to wash their hands following cleanliness protocols.
- Students attending remotely will be fed through pickup and delivery.

### **Transportation**

- Arrival: We are planning to have drop off be at 8:00 am at TC3 or as close to that time as possible.
- Departure: We are planning departure for 1:45 pm each day.
- Driving: As of 09-03-2020, no P-TECH students are able to drive to TC3, but may be driven there by a parent, guardian, or designee.

### **Social Emotional Wellbeing**

- A campus wide advisory committee committed to the social and emotional learning of families, staff and students has been formed in conjunction with the re-opening task force creating a multi-tiered system of support for the campus.
  - Restorative practices
  - Family surveys
  - Staff surveys
  - Scripts for discussing trauma and concerns related to the pandemic
  - Resources for community and on campus mental health supports
  - Frequent and clear communication with families about the plans, implementation and contribution.
- Everyone will need to become familiar with the new procedures as everything is different than it used to be. Providing time, resources, and social emotional support to help staff take better care of themselves in order to better care for students.
  - Using restorative practices with staff
  - Providing professional development with choice and autonomy for those who have the capacity
  - Communicating the plans for re-entry and the organization's plans in relating to staff in regard to human capital, safety and childcare.

### **School Schedules**

- Staggered start to the school day, but as close to 8:00 am as possible.
- If Dryden is shuttling our students, drop off by the main entrance.
- If each district is dropping off students, a busing schedule will need to be worked out with the TCAT schedule to ensure no bus gets trapped at the main office.
- Scheduled times for students to hand wash (upon arrival, between classes, following using the bathroom, after lunch, etc)

## **Attendance and Chronic Absenteeism**

### **Attendance for Reporting Purposes**

- Students who: turn in work, log in to an online work session, log onto an online therapy session, make contact with instruction or non-instructional staff during the school hours and/or attend in person will be marked as present. Students who do not have consistent internet connectivity will be expected to send a picture or accept a phone call in order to count toward their presence during online instruction.
- Staff will be made aware of the role of educational neglect during the pandemic.

### **Technology and Connectivity**

- Students and staff will access 1 to 1 technology. Students will transport their laptop to and from school daily.
- Staff will work with families and districts to ensure stable and reliable internet access for all students, when/where possible. Families without reliable internet will be accommodated either by a district hot spot or work on paper (although we will use this sparingly)
- Survey parents and staff to determine the level of access to devices and internet that exist.
- Staff who do not have access to reliable internet, will be granted access to the TC3 Campus or TST Campus buildings on a case-by-case basis to perform their job 'remotely' if closure is needed.
- Utilize Schoology as the learning management system (LMS) to put all daily lesson plans and resources in one location for students and parents. Use this platform when in person in order to ensure/teach virtual learning skills.
- Provide educators with professional development
  - Google suite
  - PDF editor
  - Progress monitoring in-person and remotely
- Access for students and families to IT support.
- Utilize video and other curricula libraries so that everyone is able to access materials and resources.
- Use google meet for recording classes.

### **Teaching and Learning**

- Continuity of Learning
  - Ensuring Accessibility and Equity.
  - Preparing for short- and long-term school closures.
  - We will survey families to determine preference for remote learning or in person.
    - In person 5 days a week, online option for students/families who do not feel comfortable attending in person.
    - Up to 20 students and 2 teachers per classroom based on classroom size.
    - Schoology as an LMS. Materials loaded and platform used for face-to-face teaching, a hybrid model, and, in case of closure, remote learning.
    - Access to support and counseling for students.
    - Students are grouped by cohort and stay together as much as possible.
  - *Special areas and other considerations*
    - PE will happen outside as much as physically possible. PE curriculum will take a focus on individual skills or individual activities (i.e. yoga, dance, etc) and less focus on team

sports and shared materials. 12' of space will be maintained. Students will participate in instruction in their cohort.

- Science and Science Laboratory instruction will happen in P-TECH classrooms and TC3 labs. Teaching staff will develop classroom materials that will be kept and used in classrooms to decrease the contamination of other rooms and programs.

### **Special Education**

- Teachers will work with administration and districts to log contact with students and families
- Teachers will provide instruction for enrolled classes as well as instruction to meet IEP goals and objectives.
- Teachers will progress monitor and gather data for student IEP goals and curricular content.
- Teachers will keep regular and consistent communication with their principal and families about the level of engagement, participation and progress for each student.
- Students will be afforded all services, accommodations and modifications in accordance with their IEP, in all subject areas.

### **Regional Alternative School High School and TASC (AHSEP) Programs**

#### **School Culture (high school and TASC):**

- **Mission:** The Regional Alternative School community is a nurturing and safe place where students make a fresh start in a small school. We support the academic and personal growth of young people with the hope that they become willing and able contributors to their communities. Our community values communication, camaraderie, commitment, compassion and courage.
- Commitment to this mission whether in person or virtual
- Culture of Care will be highlighted and nurtured
- Restorative Circles will be utilized to build and sustain community

#### **School Schedule (high school and TASC):**

- **Arrival:** Planning for staggered start due to district transportation
  - Students will be able to enter the building through 4 entry points. Staff will be assigned to monitor entrances.
- **Departure:** Anticipating staggered departure times and bus locations
  - Develop departure transportation list
    - Staff will be assigned bus duty at needed locations
  - Students waiting on campus past end of day at 2:15 will be assigned room to wait until bus is called. In good weather, students will be given the option of waiting outside
- **Class schedule: High School**
  - Plan for 75 students to be in person/virtual every school day

- Create 5 cohorts (homebases) of 15 students each. Cohort is like homebase and where students will be when not in an assigned class
- 5 days per week in person; Blended Learning Model
- 5 period day, with extended periods 1, 3, and 4 to accommodate breakfast and staggered lunch, which will be eaten in those classrooms. No more than 7 students/class section.
- Each class will meet twice weekly with subject area teacher for direct instruction. Other 3 days will be in cohorts working on asynchronous work. Breaks scheduled by classroom staff. Outdoor learning spaces used as appropriate.
- **Continuity of Learning: High School**
  - 1:1 Chromebooks for all students with accommodations for those without reliable internet. Chromebooks transported to and from home daily.
  - Student schedule will be followed regardless of in-person or remote
- **Special Education: High School**
  - IEPs followed regardless of in person or virtual
  - 200 minutes maximum special education support: Consultant Teacher Direct and Indirect and Resource Room
  - Individual counseling 1x weekly in person

**High School Sample Master Schedule:**

	Mon	Tues	Wed	Thurs	Fri
<b>Per 1 8-9:45 (inc. breakfast)</b>	Eng 9 US Hist Glob 2 Journalism	Eng 11 Algebra 1B	Eng 9 Bus Math US History Journalism	Eng 11 Algebra 1B Spanish 1	Glob 2 Bus Math Spanish 1
<b>Per 2 9:45-10:45</b>	Glob 1 Art	Eng 10 Liv Env Geom Art	Env Sci Alg 1B Art	Eng 10 Liv env Geom Art	Alg 1B Glob 1 Env Sci Art
<b>Per 3 10:45-12:00 (inc. lunch)</b>	Eng 12 US Hist Art Glob 2	Eng 11 PIG/Econ Liv Env Art	Eng 12 Art US Hist Chem	Eng 11 Liv Env PIG/Econ Art	Glob 2 Chem Art
<b>Per 4 12:00-1:15 (inc. lunch)</b>	Eng 12 Glob 2 Psych Art	Eng 10 PIG/Econ Bus Math Art	Eng 12 Psych Env Sci Geom Art	Eng 10 PIG/Econ Bus Math Art	Glob 2 Env Sci Geom Art
<b>Per 5 1:15-2:15</b>	Eng 12 Art	PIG/Econ Alg 1B Chem Art	Eng 12 Alg 1A Health Art	Alg 1B Chem Art	Alg 1A Health Art Chem

			Chem		
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- **PE:** Outside as long as weather permits; inside the PE teacher’s classroom as weather gets colder; seniors being offered option of taking PE online on PLATO
  
- **Class Schedule: TASC**
  - Continue AM and PM sections (2.5 hours long each) with breakfast and lunch in classroom with support staff.
  - 5 days per week of in person instruction
  - Maximum capacity is 10 students/section

**Sample TASC Schedule**

	Morning	Afternoon
8:00-11:00	AM TASC Prep/Breakfast	-----
11:00-11:40	Departure or Lunch	Lunch
11:40-2:15	-----	PM TASC Prep

- **Continuity of Learning: TASC**
  - Students will be provided with workbooks for skill building in the event of a closure.
  - Teachers will be available by phone, FaceTime, etc during closure
  - Consultation with NYSED HSE Office and BOCES testing coordinator to determine scheduling of exams
  
- **Special Education: TASC**
  - IEPs followed
  - Consultant Teacher Direct for duration of session in person.
  - Individual counseling 1x weekly: in person or remote

**Attendance and Chronic Absenteeism (high school and TASC):**

- Nurture a positive school culture that creates an atmosphere where students WANT to attend
- High School students will be expected to follow their class schedule, whether they are present in person in school or online. Students who do not have consistent internet connectivity will be expected to send a picture or accept a phone call in order to count toward their presence during online instruction.
- TASC students will be required to attend a certain number of days in order to qualify for the exam.
- Community supports such as probation will be used to support regular attendance when necessary.

**Technology and Connectivity: High School**

- Students and staff will access 1 to 1 technology. Students will transport their Chromebook to and from school daily.
  - Students and staff will have access to hotspot technology if they are unable to access reliable internet.

- Families without reliable internet will be accommodated either by a district hot spot or work on paper (although we will use this sparingly)
- Utilize Google Classroom as a program to load content. Use this platform when in person in order to ensure/teach virtual learner skills.
- In person lessons may be recorded
- Survey parents and staff to determine the level access to devices and internet.
- Provide educators with professional development
  - Google suite
  - Blended Learning
  - Intentional planning for in person/virtual platform
  - Materials through School Library System
- IT support for staff, students and families

### **Foundations**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 8 students, 1 teacher, support staff in one room
- Students are grouped by cohort and stay together in homeroom assignments for the day.
- On-line curriculum and related materials used for students with Autism.
- Although most of the students use an iPad for on-line instruction, a few students do use Chromebooks. Lessons are recorded for future viewing. Paper packets and manipulatives will also be provided so students can access materials when home.
- The special area teachers will come to the students for class.
- Paraprofessionals will assist in management of small groups or individuals even during on-line instruction.

### **Branches**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 8 students, 1 teacher, support staff in one room
- Students are grouped by cohort and stay together in homeroom assignments for the day.
- On-line curriculum and related materials used with students with intellectual disabilities. Paper packets and manipulatives will also be provided so students can access materials when home.
- Depending on the Branches class and student ability/age level, students will be using iPads or Chromebooks for 1:1 technology access.
- The special area teachers will come to the students for class.
- Paraprofessionals will assist in management of small groups or individuals even during on-line instruction.

### **Bridges**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 12 students, 1 teacher, support staff in one room
- Students are grouped by cohort and stay together in homeroom assignments for the day.

- Google classroom and an online platform used in person and online when the need to close. All subjects use this platform. Paper packets will also be provided so students can access materials from home.
- All students will be provided with a Chromebook in order to access technology.
- The special area teachers will come to the students for class.
- Paraprofessionals will assist in management of small groups even during on-line instruction.
- Students leave for Career Skills/WOW or for their home school following their instruction if they are only programmed here for 3 hours.

### **Springboard Middle School**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 12 students, 1 teacher, support staff in one room
- Students are grouped by cohort and stay together in homeroom assignments for the day.
- Google classroom and an online platform used in person and online when the need to close. All subjects use this platform. Paper packets will also be provided so students can access materials from home.
- All students will be provided with a Chromebook in order to access technology.
- The special area teachers will come to the students for class.
- Paraprofessionals will assist in management of small groups even during on-line instruction.

### **Steps**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 12 students, 1 teacher, support staff in one room
- Students are grouped by cohort and stay together in homeroom assignments for the day.
- On-line curriculum and related materials used with students with intellectual disabilities. Paper packets and manipulatives will also be provided so students can access materials when home.
- Although most of the students use an iPad for on-line instruction, a few students do use Chromebooks. Paper packets and manipulatives will also be provided so students can access materials when home.
- The special area teachers will come to the students for class.
- Paraprofessionals will assist in management of small groups even during on-line instruction.

### **Supervised Work Experience**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 12 students, 1 teacher, support staff
- Students participate in job experiences in small groups (homeroom cohort) or individually. Student groups are rotated so as not to exceed people capacity at job sites.
- All jobs take place on the BOCES campus (ex. Snack Shack, recycling).
- Job assignment will take into consideration limiting student access to all classrooms and building areas. Having a pick-up or drop-off point for certain jobs (ex. recycling).
- Paraprofessionals will need to assist with supervision as students complete their job responsibilities.
- Coordination and collaboration with other teachers is critical for those jobs taking place in campus areas (ex. Kitchen clean-up in Bistro 555).

- Paper packets and suggested work activities for the home environment will also be provided. Exploring on-line options for work skills.

### **Career Skills Cornell Program (AM - ½ day) and Career Skills (PM - ½ day)**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 12 students, 1 teacher, support staff
- Students participate in job experiences in small groups or individually.
- Students work in the Career Skills classroom when not completing their work experience.
- Students and staff utilize Google Classroom for instruction. Paper packets also provided so students can access content from home.
- Students participate in all Cornell activities on-line. (Virtual field trips, mock job fair, Cornell buddies). This may be re-assessed later in the school year.
- Students only attending the ½ day Career Skill program on the BOCES campus will arrive at the start of the program and be transported home/home district at the conclusion of their class.
- Work experience hours will continue to be documented per the CDOS requirements.

### **World of Work/CTE Programs for Exceptional Education Students**

- Smith School teachers will collaborate closely with CTE when developing plans and staffing for students who are attending WOW or CTE programs.

### **Therapy (Speech, Occupational, Physical, Counseling)**

- Access to teletherapy for Speech, Occupational, Physical, Counseling per each student's IEP recommendation.
- When in person, a portable table clear shield guard will be available to the therapist for use with an individual student.
- Speech Therapists and their students will also have access to masks with clear windows in order to provide therapy related to communication goals.
- Depending on occupancy of the therapy office and size, therapists may choose to work in the classroom setting or on a rotating schedule for a shared space.
- Whenever possible, limit the number of therapists working in each classroom (ex. Trying not to assign 2 speech therapists to work with students in the same classroom and program.)
- Provide students with their own set of materials for therapy.
- Allow time to disinfect therapy areas and equipment in between student sessions.

### **Itinerant Program for Teacher of the Deaf/Hard of Hearing and Teachers of the Visually Impaired**

- Teachers will work with students through on-line platforms rather than traveling from school district to school district.
- Itinerant teachers will be housed in the BOCES Smith School.
- Testing of students or occasional instruction that may require in-person training (ex. Equipment use) may be conducted in-person by making advance arrangements with the district.
- By limiting travel time, more teacher instruction time will be available to students (office hours, 1:1 assistance for classroom support).
- Evaluations or new referrals will still take place in-person at the home district.
- On-line instruction may be reassessed later in the school year.

### **Turning Point**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 8 students, 1 teacher, 1 or more support staff in one room
- Students are grouped by cohort and stay together in homeroom assignments for the day whenever possible.
- Students still access Spanish from RAS teacher (cohort in Smith) and CTE classes
- All teachers utilize google classroom as a shared platform. Teacher rotate to classrooms to teach their instructional content (HS/specials)
- Most students will access materials online. However, for students who are unable to use devices and the internet due to inappropriate activity (parent requests) paper materials will be provided.
- The special area teachers will come to the students for class, PE and music outside whenever possible.
- If students are fully online out of preference or closure, class periods that are synchronous will be alternated with other content that is asynchronous to limit the number of hours of screen time in one day but still have access to the content and learning.
- K-6 students will utilize the SeeSaw platform for interactive learning and parent communication. Students will have access to this platform in the classroom and at home.
- IEP related services will be provided in person or via telehealth. Racker center employees will continue to provide day treatment services, medication management, individual counseling and group counseling. Racker uses zoom for their services.
- Support spaces will be limited to one adult and one kid at a time and will be sanitized after each use. Support staff that were usually assigned to these offices will not be assigned to classrooms where there is more space and ability to social distance.
- Students and teachers will have access to individual materials that are their own that will travel with them from class to class or from school to home when necessary.
- Students will have access to chromebooks and iPads

### **Springboard**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 8 students, 1 teacher, 1 or more support staff in one room
- Students are grouped by cohort and stay together in homeroom assignments for the day whenever possible.
- Students still access Spanish from RAS teacher (cohort in Smith) and CTE/WOW/SWE classes
- All teachers utilize google classroom as a shared platform. Teacher rotate to classrooms to teach their instructional content (HS/specials)
- Most students will access materials online. However, for students who are unable to use devices and the internet due to inappropriate activity (parent requests) paper materials will be provided.
- The special area teachers will come to the students for class, PE and music outside whenever possible.
- If students are fully online out of preference or closure, class periods that are synchronous will be alternated with other content that is asynchronous to limit the number of hours of screen time in one day but still have access to the content and learning.
- IEP related services will be provided in person or via telehealth.
- Students and teachers will have access to individual materials that are their own that will travel with them from class to class or from school to home when necessary.
- Students will have access to chromebooks

### **Lighthouse**

- In person 5 days a week, online option for students/families who do not feel comfortable attending in person
- Up to 8 students, 1 teacher, 1 or more support staff in one room
- Students are grouped by cohort and stay together in homeroom assignments for the day whenever possible.
- The special area teachers will come to the students for class, PE and music outside whenever possible.

## **Career and Technical Education**

### **Health and Safety**

- Each classroom and office will have access to alcohol-based sanitizer. There will be refillable bottles located in each classroom.
- Student's temperature will be monitored after getting off the bus and prior to going into the building for AM students. Students showing symptoms, including a fever of 100.0\* or above will be escorted to the infirmary where a second temperature check will take place after 10-15 minutes.
- The circle of courage room will become a space for students or staff who are exhibiting symptoms, i.e. the infirmary. Students will wait in this space, monitored by a registered RN, until they are able to be picked up and transported home.

### **Facilities**

- Water fountains will be replaced with a bottle fill station
- Other water fountains will be shut off.
- Only one student per program will be allowed at a time in the bathroom. Students will be encouraged to follow proper handwashing following restroom use. Students will be required to wear PPE to and from the bathrooms.
- Staff will be encouraged to use a single point of entry into the main office (lobby entrance) and one point exit (by the mailboxes in the career education administration office).
- The occupancy of staff lounges will be posted on the door of the room. Staff will be required to comply with social distancing and occupancy signage.
- Classrooms will be spaces so that students maintain as much distance as possible, preferably 6' during instructional time. Arrangements will be made for instructional spaces that are too small to afford this space.
- Signage and visual cues will be provided for students to encourage social distancing and limit the sharing of classroom materials.
- Teachers will be directed to teach proper handwashing, hygiene and mask wearing for students. Teachers will implement handwashing time in their schedule at arrival/dismissal, before and after food, when using shared spaces or materials, following tool use, and before and after classes.

### **School Nutrition**

- Breakfast will be provided in the classroom, cold, without a choice for components.
- Staff will be provided a time to go to the cafeteria for pick up. Cafeteria will be marked for social distancing.
- Students will be provided free breakfast in the classroom
  - Teachers will implement hand washing instruction and procedures before and after food service. Teachers will ensure that students use soap, wash for 20 seconds and dispose of their materials properly.
- Feeding for students working remotely will be related to COVID choice, quarantine, or COVID illness.

- Students choosing to attend remotely will be fed through pickup and delivery.

### **Transportation**

- Arrival
- Departure
- Driving

### **Social Emotional Wellbeing**

- District level and building-level comprehensive developmental school counseling program plan is reviewed.
- A campus wide advisory committee committed to the social and emotional learning of families, staff and students has been formed in conjunction with the reopening task force creating a multi-tiered system of support for the campus.
  - Restorative practices
  - Family surveys
  - Staff surveys
  - Scripts for discussing trauma and concerns related to the pandemic
  - Resources for community and on campus mental health supports
  - Frequent and clear communication with families about the plans, implementation and contribution.
- Onboarding for all staff, focusing on their return as brand new. Providing time, resources, and social emotional support to help staff take better care of themselves in order to better care for students.
  - Using restorative practices with staff
  - Providing professional development with choice and autonomy for those who have the capacity
  - Communicating the plans for reentry and the organization's plans in relating to staff regarding human capital, safety and childcare.

### **School Schedules**

- Staggered start and end to the school day. Certain busses/districts assigned certain times offset by 15-minute intervals if possible
- Each bus assigned a drop off spot and students are assigned an entrance into the building. Staff are assigned to monitor each entry point (up to 4) to decrease the number of students and increase flow.
- Breakfast in the classroom gathered by staff from Kelly in the main office of B-building (or already in the room in paper bags?)
- Scheduled times for students to practice handwashing (before and after breakfast, between classes, following using the bathroom, before and after classes, etc.)
- The buildings will not be allowed to be used for exterior organization use.

### **Attendance and Chronic Absenteeism**

#### **Attendance for Reporting Purposes**

- Students who: turn in work, log in to an online work session, log onto an online therapy session, make contact with instruction or non-instructional staff during the school hours and/or attend in person will be marked as present. Students who do not have consistent internet connectivity will be expected to send a picture or accept a phone call in order to count toward their presence during online instruction.
- Staff will be made aware of the role of educational neglect during the pandemic.

### **Technology and Connectivity**

- Students and staff will access 1 to 1 technology. Students will transport their chromebook or iPad to and from school daily.
- CTE staff will work with families and districts to ensure stable and reliable internet access for all students, when/where possible
- Staff who do not have access to reliable internet, will be granted access to the CTE buildings on a case by case basis to perform their job 'remotely' if closure is needed.
- Utilize google classroom or Schoology as a program to load content. Use this platform when in person in order to ensure/teach virtual learner skills.
- Use workbooks if necessary, laid out with weekly plans, complete with use in the classroom, so that students have the knowledge and practice necessary to access the work when online is not an option (due to mental health, connectivity or family preference).
- Survey parents and staff to determine the level access to devices and internet.
- Provide educators with professional development
  - Google suite
  - PDF editor
  - Using a tablet to write while teaching virtually (iPad?)
  - How to teach math, science and WBL remotely?
  - Progress monitoring in-person and remotely
- Develop an IT support for other teachers. Available person to troubleshoot.
- Access for students and families to IT support
- Utilize video and other curricula libraries so that others can access materials and resources.
- Use google meet for recording

## Teaching and Learning

- Continuity of Learning
  - Designing for Unique Needs of All Students and WOW/CTE/NV programing
  - Supporting System Orientation/Preparation
  - Ensuring Accessibility and Equity
  - Preparing for short- and long-term school closures
  - We will survey families to determine preference for remote learning or in person.
    - *World of Work*
      - In person 5 days a week, online option for students/families who do not feel comfortable attending in person
      - Limited students, 1 teacher, 1 support staff in one room
      - Teaching the use of the online platform as well as workbooks, set up weekly, with planned higher order thinking built in, so that students can access materials when home using their virtual learning or workbook learning skills
      - Access to support and counseling for students as needed
      - Students are grouped by cohort and stay together in classroom assignments for the day
    - *Career and Technical Education*
      - In person 5 days a week, online option for students/families who do not feel comfortable attending in person
      - Limited students, 1 teacher, 1 support staff in one room
      - Google Classroom as an online platform. Materials loaded and platform used in person and in case of closure.
      - Access to support and counseling for students as needed

- Students are grouped by cohort and stay together in classroom assignments for the day
- *New Visions*
  - Students attend 5 days a week, online option for students/families who do not feel comfortable attending in person
  - Up to 15 students, 1 teacher and 1 aide in the classroom
  - Google classroom and an online platform used in person and online when the need to close. All subjects use this platform
  - Students are grouped by cohort and stay together in homeroom assignments for the day
  - Teachers and counselors rotate into different classrooms to teach their content area/provide group counseling services.
  - Access to day treatment and counseling for school success therapies as push in or pull out. On zoom telehealth when online.
  - Students leave for their home school following their instruction or rotations.
- *Special areas and other considerations*
  - PE will happen outside as much as physically possible. PE curriculum will take a focus on individual skills or individual activities (i.e. yoga, dance, etc.) and less focus on team sports and shared materials. 12' of space will be maintained. Students will participate in instruction in their cohort. The weight room will be off limits for students and staff - this room does not have adequate ventilation.
  - Math will happen as much as possible. Students and staff will maintain 6' of space. Materials will not be shared between students and will be sanitized following use. Students will participate in instruction in their cohort.
  - Science and Science Laboratory instruction will occur periodically as scheduled. Teaching staff will develop classroom materials that will be kept and used in classrooms to decrease the contamination of other rooms and programs.
  - Support spaces will be closed and locked. Staff will be assigned to classrooms in lieu of shared offices. Students will access support spaces, with an adult, on a first come first serve basis. The rooms will only be accessible for one adult and one student at a time. Spaces will be sanitized following use. E057A will be closed to student use and will only be available for use by one adult, who will be assigned (this space does not have adequate ventilation)

### **Smith School and RAS**

- Smith School will collaborate closely with CTE when developing plans and staffing for students who are attending WOW or CTE programs.

### **Special Education**

- Students with IEPs will have access to FAPE through in person services or remote if preferred or during closure.
- Teachers will work with administration and districts to log contact with students and families
- Teachers will provide instruction for enrolled classes as well as instruction to meet IEP goals and objectives.

- Teachers will progress monitor and gather data for student IEP goals and curricular content.
- Teachers will keep regular and consistent communication with their principal and families about the level of engagement, participation, and progress for each student.
- Students will be afforded all services, accommodations, and modifications in accordance with their IEP, in all subject areas.