



Reopening Plan

July 31st, 2020

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HEALTH AND SAFETY

BVCSD will be focused on preventive actions, our schools will be required to: perform health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; we've developed plans to maximize social distancing; plans to manage and isolate ill persons until they can be sent home; plans to instruct students and staff in proper hand and respiratory hygiene; students and staff are required to wear appropriate face coverings; and plans for cleaning and disinfecting procedures for the school have been created in accordance with CDC and DOH guidance.

Health Checks

Health Screening: Responsible Parties (parents/guardians, faculty, staff) will implement mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus. Specifically, all individuals must have their temperature checked each day. If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility or sent directly to a dedicated area prior to being picked up or otherwise sent home. Responsible Parties must also use a daily screening questionnaire for faculty and staff reporting to school; and periodically use a questionnaire for students, particularly younger students, who may require the assistance of their parent/legal guardian to answer. Remote health screening (e.g., by electronic survey, digital application, or telephone, which may involve the parent/legal guardian) before any individual reports to school, is strongly advised.

Core Safety Pillars

Boquet Valley Central School District has adopted Six Core Safety Pillars to guide our reopening and to inform you of our expectations:

- Stay home when ill
 - Complete screening (temperature check and health survey) prior to entering a building or boarding a bus.
- Practice Physical Distancing (6' minimum)
 - Whenever possible, all student, employees, and visitors will remain at least 6 feet apart
- Wear Face Coverings
 - All employees must wear a mask whenever they are not physically distanced (at least 6' apart) or when they are in any common area (hallways, offices, staff rooms, rest rooms, buses, etc.)
 - All students must wear a mask whenever they are not physically distanced (at least 6' apart) or when they are in any common area (hallways, offices, rest rooms, buses, etc.) and when they are instructed by any employee of the district.
- Minimize contact with touchable surfaces
 - Frequently touched surfaces will be sanitized at regular intervals throughout the day.
 - Efforts should be made to not touch any surfaces unless necessary
- Wash and sanitize frequently
 - Soap & water and hand sanitizer are expected to be used when needed by all employees and students
- Manage occupancy, flow, and gathering in spaces
 - Employees and students should follow signs and arrows to help control flow
 - Until further notice, visitors, including parents, will not be permitted inside any building unless it has been pre approved by a building principal. "Business" can be conducted via email, over the phone, or through the intercom system.
 - Building principals will ensure that maximum capacity is known for each room.

Employees:

ALL EMPLOYEES MUST:

- **Complete the health screening survey on the district website or via the QR code posted on the entrance doors prior to entering the building. The preferred method is via smartphone. In the absence of a smartphone, [paper copies are available](#).**
- **Enter through an approved entrance**

- **Be prepared to show proof of completion of the health survey to the Building Principal or designee upon entering.**
- **Have temperature checked daily and/or upon entering school grounds (below 100.0°F)**

Do Not Come to Work and Log your absence in the Frontline/AESOP system if:

- You have tested positive for COVID-19 or a presumed diagnosis by your physician or other healthcare provider
- If you have been in contact with a person with an actual positive COVID-19 test or presumed COVID-19 diagnosis by their healthcare provider
- You feel sick, contact your physician or other healthcare provider to discuss your medical condition
- You have a temperature over 100.0°F

If you feel sick while at work:

- If you start to feel sick when at a building, leave immediately
- Contact your direct supervisor
- Contact your physician or other healthcare provider to discuss your medical condition

Daily Screening and Posting of Signage Prior to Entering the Building

Posting signage on entry doors that ask the following questions for all that enter the facility:



DAILY REQUIRED HEALTH SURVEY

1. Since your last day of work, or last visit here, have you had any of these symptoms in the last 14 days?
Symptoms of COVID-19 may include but are not limited to (refer to CDC for most recent information):

- Cough
- Shortness of breath or difficulty breathing
- Fever or feeling feverish
- Chills
- Fatigue
- Muscle/body pain
- Headache
- Sore throat
- Congestion or runny nose
- Nausea
- Vomiting
- New loss of taste or smell

2. Have you tested positive for COVID-19 in the past 14 days?

3. Have you had any close contact in the last 14 days with someone with a confirmed or suspected COVID-19 case?

4. Have you traveled either internationally or outside of the state in the last 14 days? (following NYS guidance)

- NO to all questions
- YES to any one (or more) of the questions

Employees: I am doing my part to keep myself and others safe and I am following the practices outlined in our COVID-19 safety protocols.

Guests and students: I am doing my part to keep myself and others safe and am following the practices outlined in New York State's safety protocols.

First Name: _____

Last Name: _____

Bus: _____ Grade Level: _____ Homeroom/Classroom Teacher: _____

If the answer to any of these are **YES**, the employee/visitor should not be allowed to enter and should be directed to contact their healthcare professional.

If the answer is **NO**, employees/visitors entering the building should be logged in (electronically or sign-in sheet) and provided a mask, if the person does not have one, and asked to wash hands prior to reporting to their designated work space. The district strongly encourages every individual to bring their own mask whenever possible.

Assessment responses must be reviewed every day and such review must be documented. This will happen through the online system. Paper copies (when needed) will be documented by the building principals or their designees.

Temperatures will be taken but data may not be recorded in a numerical format. A “Y” will indicate that the individual is below 100.0°F. An “N” will indicate that the individual is not below 100.0°F.

If an employee doesn't have access to their own thermometer, they should report to the designated area to have their temperature taken.. Employees should maintain social distancing and use hand sanitizer before waiting in line. These screenings will be as private as possible to ensure confidentiality.

Refusing to Comply with Screening Procedures

If the employee/visitor refuses screening they will not be allowed to enter the building. Employees will be charged their paid time off/sick time for that day.

Screening Log:

Screeener Name: _____

Job title: _____

Reviewed by: _____

Date of Review: _____

Name (Employee ID)	Date	Screening Questions Answered? (Y/N)	Temperature Check (Below 100.0°F) (Y/N)	Allow access into building? (Y/N)

When at all possible, please follow existing policy for returning to work.

If an employee' body temperature is at or above 100.0°F the employee must be sent home immediately and the following completed:

- Date the employee was sent home: _____
- Are visible signs of respiratory illness present? _____ Yes _____ No

The employee may return to work earlier if a Healthcare Provider/Public Health confirms the cause of the employees' fever or other symptoms is not COVID-19 and provides appropriate documentation for the employee to return to work (refer to NYSDOH *Interim guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure* for more information).

Students

PARENTS:

Each morning prior to leaving the residence, any child coming to school that day will require:

- A parent to administer the **health screening**
- A parent to take a body **temperature** check
- A parent to ensure that the child has a suitable **mask or face covering**

By sending their child to school or to the bus, parents are attesting that:

- **the child successfully passed the health screening**
- **has a temperature below 100.0°F, and**
- **that they have a suitable mask or face covering**

ALL STUDENTS MUST:

- **Complete the health screening survey with their parents prior to leaving their residence each morning.**
- **Enter the building through an approved entrance.**
- **Have temperature checked by their parents prior to leaving their residence each morning. Temperature must be below 100.0°F.**
- **Agree to random temperature checks upon entering the building and throughout the school day.**

Do not come to school and notify attendance office if the student:

- Has tested positive for COVID-19 or a presumed diagnosis by a physician or other healthcare provider
- Has been in contact with a person with an actual positive COVID-19 test or presumed COVID-19 diagnosis by their healthcare provider
- Feels sick, contact your physician or other healthcare provider to discuss your medical condition

If the student feels sick while at school:

- The student will be isolated until picked up from school
 - Nurse's Office, immediately outside main entrance, or conference room
- Nurse or designee will be supervising students in the isolation area
- Parents/Guardians of student will be called to pick up the student



DAILY REQUIRED HEALTH SURVEY

1. *Since your last day of work, or last visit here, have you had any of these symptoms in the last 14 days? Symptoms of COVID-19 may include but are not limited to (refer to CDC for most recent information):*
 - *Cough*
 - *Shortness of breath or difficulty breathing*
 - *Fever or feeling feverish*
 - *Chills*
 - *Fatigue*
 - *Muscle/body pain*
 - *Headache*
 - *Sore throat*
 - *Congestion or runny nose*
 - *Nausea*
 - *Vomiting*
 - *New loss of taste or smell*
2. *Have you tested positive for COVID-19 in the past 14 days?*
3. *Have you had any close contact in the last 14 days with someone with a confirmed or suspected COVID-19 case?*
4. *Have you traveled either internationally or outside of the state in the last 14 days? (following NYS guidance)*
 - NO to all questions*
 - YES to any one (or more) of the questions*

-
- Employees: I am doing my part to keep myself and others safe and I am following the practices outlined in our COVID-19 safety protocols.*
 - Guests and students: I am doing my part to keep myself and others safe and am following the practices outlined in New York State's safety protocols.*

First Name: _____ Last Name: _____

Bus: _____ Grade Level: _____ Homeroom/Classroom Teacher: _____

If the answer to any of these are **YES**, the student should not board a school bus and should not enter a school building. Contact the attendance office.

If the answer is **NO**, students may board the bus and enter the building, provided a cloth face mask or covering if the student does not have one, and asked to wash hands or use hand sanitizer prior to reporting to their designated class/area.

Collection of Personal Data

This will be done as a questionnaire

- Parents/guardians do not need to report if they answered “No” to all questions. It is assumed that all answers are “no” if the student is on the bus or at school. Parents should contact the attendance office if the student answered “yes” to any questions. They do not need to get into any details with the attendance officer, simply report the absence.
- Building principal or his/her designee will be at the entry points to randomly complete temperature checks to students.

Temperatures will be taken but data may not be recorded in a numerical format. A “Y” will indicate that the individual is below 100.0°F. An “N” will indicate that the individual is not below 100.0°F.

Employees/students should maintain social distancing and use hand sanitizer before waiting in line. These screenings should be as private as possible to ensure confidentiality.

Refusing to Comply with Screening Procedures

If the student refuses screening they will not be allowed on the bus or to enter the building.

Screening Log Example (if applicable):

Screener Name: _____

Job title: _____

Reviewed by: _____

Date of Review: _____

Name (Employee ID)	Date	Screening Questions Answered? (Y/N)	Temperature Check (Below 100.0°F) (Y/N)	Allow access into building? (Y/N)

When at all possible, please follow existing policy for returning to school.

If a students' body temperature is at or above 100.0°F the student must be sent home immediately and the following completed:

- Date the student was sent home: _____
- Are visible signs of respiratory illness present? ____ Yes ____ No

The student may return to school earlier if a Healthcare Provider/Public Health confirms the cause of the students' fever or other symptoms is not COVID-19 and provides appropriate documentation for the student to return to school. Refer to guidance provided by NYSDOH and/or local DOH guidance.

Physical Distancing

Physical Distancing: Responsible Parties must maintain protocols and procedures for students, faculty, and staff to ensure appropriate social distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Specifically, appropriate social distancing means **six feet of space in all directions between individuals** or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. If used, physical barriers must be put in place in accordance with United States Department of Labor's Occupational Safety and Health Administration (OSHA) guidelines, and may include strip curtains, cubicle walls, plexiglass or similar materials, or other impermeable divider or partition.

Modify or reconfigure spaces and/or restrict the use of classrooms and other places where students, faculty, and staff congregate, so that individuals are at least 6 ft. apart in all directions (e.g. side-to-side and when facing one another), or separated by physical barriers, and are not sharing workstations without cleaning and disinfection between use.

Ensure a distance of 12 ft. between individuals while participating in activities that require projecting the voice (e.g. singing), playing a wind instrument, or participating in aerobic activity (e.g. gym classes).

On school buses, maintain social/physical distancing unless members of the same household or if masks are being worn.

Maintain social/physical distancing

- Practice social/physical distancing at all times but especially while on district premises
- Do not congregate a lot of people in an area (refer to NYS guidelines for this)
- Keep six (6) feet away from other persons and do not go near anyone with respiratory symptoms of cough, fever, difficulty breathing, or other flu-like illness. Areas/actions to consider include:
 - Standing in line (screening, bathrooms, break/lunch rooms, serving areas)
 - Room occupancies. Establish a percentage of people that will occupy each area of the building. Post occupancy limits in a conspicuous location. The purpose is to limit the number of people in an area and to maintain appropriate distancing
 - Hallways that cannot be designated as *one way* shall have lengthwise floor tape applied. This tape should illustrate two-way directional traffic as done with roadways. People shall travel with their right shoulder close to the wall. People should be trained not to touch the wall while walking down the hallway
 - If social/physical distancing is not possible, activities such as: trainings, meetings, plays, sporting events and concerts, shall be cancelled or postponed
- Installation of Barriers:

- Areas with frequent close person to person contact will have barriers (polycarbonate glass or some other non-combustible material) installed to separate individuals, such as:
 - Front office/greeter desk
 - High capacity offices where people are closer than 6 feet apart, shall have office dividers or other non-combustible material installed to separate desk/work areas
 - If staff must have person to person contact with other staff members, then follow these precautions - If contact is expected then both persons should:
 - Wear a face covering/mask
 - Wash hands or use hand sanitizer before and after contact
 - People working with special needs persons should wear a face covering/mask and wash hands regularly when unexpected contact may occur
-

Management of Ill Persons

School Health Offices: Protocols for safely caring for a student, faculty, or staff member if they develop symptoms of COVID-19 during the school day will be posted in the School Health Office.

Isolation: Employees who fail the screening or that become symptomatic will immediately leave the campus. Students who fail the screening (performed daily by parent/guardian) must not be sent to school. Students who become symptomatic at a bus stop will not be permitted on the bus and will immediately return to their parents. Students in school who become symptomatic will immediately be sent to the School Health Office or to another designated location. Parents/Guardians will be contacted to retrieve the student as soon as possible.

Collection: When Parents or Guardians pick up their student they will be given instructions that the student must be seen by a health care provider;

Infected Individuals: It is required that persons who have tested positive complete isolation and have recovered, and will not transmit COVID-19 when returning to in-person learning. Discharge from isolation and return to school will be conducted in coordination with the local health department.

Exposed Individuals: Individuals who were exposed to the COVID-19 virus are required to complete quarantine and have not developed symptoms before returning to in-person learning. Discharge from quarantine and return to school will be conducted in coordination with the local health department.

Cleaning, and Disinfection: Guidance set forth by DOH and CDC will be followed, including strategies for cleaning and disinfection of exposed areas and appropriate notification to occupants of such areas.

Contact Tracing: The district will coordinate and cooperate with the Essex County Health Department in contact tracing efforts using the protocols, training, and tools provided through the New York State Contact Tracing Program.

Communication: Once plans are approved, the plans will be shared describing the protocols and safety measures taken by the school with all relevant parties including parents/legal guardians, faculty, staff, students and the local community.

Health and Hygiene

Hygiene, Cleaning, and Disinfection: Responsible Parties must adhere to and promote hygiene, cleaning, and disinfection guidance set forth by New York State Department of Health (DOH) and the Centers for Disease Control and Prevention (CDC). Responsible Parties must train all students, faculty, and staff on proper hand and respiratory hygiene. Responsible Parties must maintain logs that include the date, time, and scope of cleaning and disinfection, as well as identify cleaning and disinfection frequency for each facility and area type and assign responsibility to staff.

Personal responsibility

- Avoid touching eyes, nose, and mouth
- Cough/sneeze into a tissue you dispose of immediately or into the crook of your elbow, not into your hands
- Practice personal hygiene protocols at all times but especially while on district premises
- Personal hygiene:
 - Employees should wash hands often with soap and water for at least 20 seconds, or use a hand sanitizer that contains at least 60% ethanol or 70% isopropyl alcohol if soap and water are not readily available, (especially during key times when persons are likely to be infected by or spread germs)
 - After blowing one's nose, coughing, or sneezing
 - Before, during, and after preparing food
 - After using the toilet
 - After touching trash
 - Before and after the work shift
 - Before and after work breaks
- After touching objects that have been handled by others

Hand hygiene

- Wash hands often with soap and water for at least 20 seconds, especially after blowing noses, coughing, or sneezing, or having been in a public place
- Use hand sanitizer that contains at least 60% ethanol or 70% isopropyl alcohol, if soap and water are not available. Additionally, employees should:
 - Wash hands or use 60% ethanol or 70% isopropyl alcohol hand sanitizer after putting on or taking off the face covering

- Wash your hands frequently with soap and water or use 60% ethanol or 70% isopropyl alcohol hand sanitizer
 - Practice hand hygiene protocols at all times but especially while on district premises
-

Face Coverings and PPE

Face Coverings: Responsible Parties must maintain protocols and procedures for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Specifically, appropriate PPE means, at least, an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. However, if face coverings are to be worn by all individuals at all times, Responsible Parties should allow students to remove their face covering during meals, instruction, and for short breaks so long as they maintain appropriate social distance. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose.

Face coverings are required at all times, except for “mask breaks”, meals, and outdoor activities if individuals are socially distanced. Teachers are permitted to allow for extended “mask breaks” if all students are physically distanced. Even during these periods, masks are still recommended.

Teachers should plan for “mask breaks” for students when they can socially distance.

Faculty may use alternate PPE (i.e. face coverings that are transparent at or around the mouth) for instruction that requires visualization of the movement of the lips and/or mouths (e.g. speech therapy). These coverings may also be used for certain students (e.g. hearing impaired) who benefit from seeing more of the face of faculty/staff.

Wear and Care of Face Coverings/Masks

- Face covering/masks shall be worn by all building occupants unless precluded by medical conditions (documentation is required prior to entering a building/bus without a mask).
- While on district premises, you must have in your possession a face covering/mask at all times.
- You must wear it immediately when in the presence of another at all times or when in any common area. The face covering absolutely must be in place before having any close contact and all the while you are having close contact with any other person. Close contact is defined as within six feet of another person (common hallways, restrooms or other areas)
 - Cloth or disposable face coverings will be provided by the district
 - Disposable face covering should not be laundered but disposed of properly
 - Face covering care will be the responsibility of the employee/student
 - Employees/students may wear their own cloth face covering or face covering/mask

- When wearing it, it must cover your nose and mouth completely
 - Fit snugly but comfortably against the side of the face
 - Fully cover the mouth and nose
 - Be secured with ties, elastic or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without significant restriction
 - Be able to be laundered and machine dried without damage or change to shape
 - Face Covering/masks should be washed daily.
 - Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering.
 - If face covering/masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask.
 - Face coverings must be completely dry before wearing.
 - Individuals should be careful not to touch their eyes, nose, and mouth when removing their face covering and wash hands for 30 seconds immediately before and after donning and removing the mask. Be sure not to touch the outside of the mask when removing.
-

Cleaning and Disinfecting

Hygiene, Cleaning, and Disinfection: Responsible Parties must adhere to and promote hygiene, cleaning, and disinfection guidance set forth by New York State Department of Health (DOH) and the Centers for Disease Control and Prevention (CDC). Responsible Parties must train all students, faculty, and staff on proper hand and respiratory hygiene. Responsible Parties must maintain logs that include the date, time, and scope of cleaning and disinfection, as well as identify cleaning and disinfection frequency for each facility and area type and assign responsibility to staff.

Procedures for Consideration

- Create and retain a log that states:
 - Date
 - Time
 - Scope of cleaning and disinfection
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Scheduling this task late morning and early afternoon
- Ensure safe and correct application of disinfectants ensuring adequate contact times
- Keep products away from children
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods

- Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility. Follow NYS DOH and/or local Public Health guidelines
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces
- Electronics
 - Place wipe-able covers on electronics
 - Follow manufacturer's instructions for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% isopropyl alcohol. Dry surface thoroughly

Cleaning/Disinfecting Procedure

Appropriate cleaners

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

*Spray bottle recommended to minimize cross contamination

Step 1. Clean

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

Step 2. Disinfect

- Disinfecting kills germs on surfaces
- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
- Take all precautions on the label such as PPE, and safe handling procedures
- Change out cleaning cloths (microfiber) often or use disposable products
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keeping the surface wet for the entire contact/dwell time (see product label)
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product
- Diluted bleach solutions may also be used if appropriate for the surface
 - ½ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
 - Bleach solutions should be made fresh and not kept for more than 24 hours
 - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
 - Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation
 - Never mix bleach with ammonia or any other cleanser
 - Leave solution on the surface for at least 1 minute

Laundering

Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant

- Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
- If masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
- Face coverings must be completely dry before wearing
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick can be washed with other people's items
- Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces
- Remove gloves and wash hands right away

Classrooms

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

Cleanliness and Disinfection Standards

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

Classroom

- Clean and disinfect high touch surfaces (but not limited to):
 - Classroom desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area (if applicable)
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Restrooms and Locker Rooms

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces (but not limited to):
 - Drinking Fountains
 - Door handles and push plates
 - Light switches
 - Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Restock all toilet paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Common Areas (Hallways)

- Clean and disinfect high touch surfaces (but not limited to):
 - Drinking Fountains
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Handrails
 - Buttons on vending machines
- All trash receptacles emptied and trash removed
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Walls are spot cleaned, when soiled
- Carpets are spot cleaned
- Make sure all windows are locked
- Make sure all unoccupied classrooms are locked

Medical Office

- Clean and disinfect health cots regularly (after each student use)
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces (but not limited to):
 - Classroom desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors full mopped
- Wipe clean: tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Clerical/Admin Offices

- Clean and disinfect high touch surfaces:
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable

- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Athletic Areas

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

Restrooms

- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
 - Sinks
 - Faucets
 - Soap dispensers
 - Drinking Fountains
 - Door handles and push plates
 - Light switches
 - Handrails

- All trash receptacles emptied and trash removed from room
 - Floors full mopped
 - Clean Doors and Partitions in Restrooms and Locker Rooms
 - Walls are spot cleaned
 - Check that toilets, faucets, and drains are working
 - Check Sanitary Napkin Boxes
 - Clean Exterior of Dispensers
 - Make sure all windows are locked
 - Re-stock all paper and soap products
 - Clean Baseboards - Weekly
 - Clean Light Fixtures - Weekly
 - Replace Lights (Notify Custodian or Maintenance)
-

Communication

Consider the school community (e.g. staff, families, students, vendors, community) and the needs of each audience. Develop communications materials accordingly including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. (Samples should be ready to go prior to the opening of buildings.) Utilize communication methods generally used by the district to inform the school community. Information should be dispersed in a variety of platforms that could include:

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

Clear messaging needs to be prepared and consistently communicated before re-entry, on the first day, during the first week, through parent nights (to extend communication), and throughout the first month. Minimum **monthly communication** should 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

Clearly communicate to the school community the various measures that have been taken to keep occupants safe:

- What's been done to protect the health and safety of all building occupants. This communication will need to include a list or table of changes from March to Now ("New Normal"). (Entry procedures, screening, etc.) New processes and expectations going forward: frequent hand washing, good cough/sneeze etiquette, proper wearing of face coverings, social/physical distancing, areas that are open and areas that have been closed off, etc.
- Communication should also be provided for what hasn't changed, like security practices, staff expectations, learning goals, etc.

Cleaning and Disinfection School Facilities, Equipment and Grounds

- Initiatives taken by the district to clean/disinfect the school (consistently)
 - Providing staff with a list of chemicals that will be used district-wide
 - Re-enforcing to use only district approved chemicals
 - Establishing and communicating any changes to building cleaning schedules (i.e. daily routine, disinfection of common high touch surfaces). High touch surfaces could include (not an all-inclusive list):
 - Door knobs
 - Light switches
 - Handrails
 - Faucet handles
 - Drinking fountains
 - Touch screens/phones/tablets
 - Copier controls

Mental Health Resources

- Provide a list and contact information for what mental health supports will be in place for staff who need social-emotional assistance when returning to work:
 - Essex County Mental Health: (518) 873-3670 or (518) 962-2077

Personal Property

- Personal property being brought to school (e.g., refillable water bottles, school supplies, cell phones, books, instruments, etc.) must be cleaned and/or disinfected regularly by the owner. Personal items not required for school should be left at home (i.e., toys, playing cards, sports equipment, personal headphones, etc.). Personal items should be labeled prior to entering the school building and kept in a separate bag or area specifically for personal items from home.

Training

- Provide all required trainings in addition to COVID-19 specific trainings as part of opening packet and presentations
- Provide training on hand washing as part of opening packet and presentations
- Provide training for staff on appropriate use of wearing, sizing, removing and disposing of PPE as part of opening packet and presentations
- Confirm that subs are willing to work and that they are trained, in advance, on new policies/procedures and protocols as part of opening packet and presentations
- Provide training for staff on how to address close contact interactions as part of every day job tasks as part of opening packet and presentations

Entry Points into the Building:

- Eliminate pen and paper sign-in/sign-out sheets. Have hand sanitizer available if signing children in or out on an electronic device.
- Install hand sanitizer dispensers near entry doors and other high-traffic areas. Follow current hand sanitizer use in school regulations for children
- Visitor Screening: As a general practice, no visitors will be allowed into either building. On the rare occurrence that this is unavoidable, Individuals who have a fever of 100.0°F or above or other signs of illness should not be admitted to a district building.

Talking Points for School Leaders:

- Stress that the health and safety for students, staff and the school community is the top priority
- Periodic updates will be communicated regarding additional guidance from the state and federal government
- Be prepared to respond to any number of questions that the school community may have. Encourage and promote open communication between staff and administration
- Understand that this is an emotional time for all of us and recognize the stress that reopening places on staff
- Establish policy regarding conditions that must be met in classrooms, offices, hallways, common areas in order to be able to maintain a safe, clean environment
- Update Codes of Conduct and other policies/procedures based on conditions of the virus and reopening to protect the safety of all people
- Require improved housekeeping and removal of non-educational items from classrooms, offices and storage areas (fabric coverings and curtains, stuffed animals, cardboard, non-school approved furniture and floor coverings, etc.) to allow proper cleaning of facilities
- School medical directors should approve and permit the use of alcohol-based hand sanitizers in their facilities without individual's physician orders as alcohol-based hand sanitizers are considered over-the-counter drugs

Posters/Signage

Classroom, Office Area, and Common Areas Signage:

- Post CDC Hand washing Poster <https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>;
- Post CDC Cover Your Cough Poster https://www.cdc.gov/flu/pdf/protect/cdc_cough.pdf.

Restrooms:

- Post CDC Hand washing Poster <https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>;
- Post CDC Stop the Spread of Germs Poster <https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>.

Building Entry - Door Signage:

- CDC Stay Home If Your Are Sick Poster https://www.cdc.gov/coronavirus/2019-ncov/downloads/316129-B-StayHomeFromWork_Poster.pdf;

Website/Social Media:

Notices will be placed on all district run websites and social media accounts utilized by the district indicating changes and expectations for returning to school.

- CDC Schools and Child Care Programs - Communication Resources (POSTERS)

https://www.cdc.gov/coronavirus/2019-ncov/downloads/superhero_poster.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/daycare-1200px675px.jpg>

https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/wash-your-hands-bubbles_poster.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/germs-all-around-you_poster.pdf

CLOSURE

Contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education, and/or closing the school.

Closure triggers: Identification of the conditions that may warrant reducing in-person education or closing the school, in consultation with state and local health departments, and plan for an orderly closure;

Operational Activity: Determination of which operations will be decreased, or ceased and which operations will be conducted remotely; include process to conduct orderly closures which may include phasing, milestones, and involvement of key personnel; and

Communication: Plan to communicate internally and externally throughout the closure process includes an email blast, robocall, and/or social media.

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process 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](#) and a [CLOSING MATRIX](#) at the district level.

- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Schools might need to implement 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.
- Keeping in mind that the closing of schools could be a regional decision.
 - 7 metrics - NYS Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).

Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and Personal Protective Equipment (PPE) are not available

NUTRITION

Schools and school districts should include food service directors in reopening plan discussions so they are able to: provide all enrolled students with access to school meals each school day whether school is in-person or remote; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means, in the languages spoken by families.

Access for all students

Address Health and Safety Guidelines

Compliance with Child Nutrition Program Requirements

Communicate with families

BVCS' SFA will provide all students enrolled in the SFA with access to school meals each school day. This will include students in attendance at school and students learning remotely. CVES will seek guidance from component districts regarding the best method to achieve this for their students.

BVCS' SFA plans will address all applicable health and safety guidelines.

1. Required Personal Protective Equipment (PPE)
 - a. Gloves
 - b. Face Covering/Mask
 - c. Face Shield
 - d.
2. Cafeteria
 - a. Post signs on how to stop the spread of COVID-19, properly wash hands, promote protective measures, and properly wear face coverings
 - b. Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60% alcohol, tissues, wipes and no-touch trash cans
 - c. Ensure adequate PPE is available
 - d. Shorten and /or stagger mealtimes
 - e. Serve food in alternate locations (classrooms) for breakfast and/or lunch
 - f. Avoid sharing of foods and utensils
3. Food Service Staff
 - a. Will conduct daily staff health screenings
 - b. Maintain social distancing as much as possible
 - c. Wear cloth face coverings at all times during food prep and in serving area
 - d. Use all chemical cleaners and disinfectants according to the manufacturer's recommended instructions
 - e. Wear all required PPE when cleaning and using chemicals
 - f. Follow US CDC Guidelines for Cleaning and Disinfecting Your Facility
 - i. <https://www.cdc.gov/coronavirus/2019-ncov/commuity/disinfecting-buildin-g-facility.html>

- g. Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol or 70% isopropyl alcohol
4. Supervisor
 - a. Create weekly/bi-weekly plans per guidance
 - b. Inventory necessary material and supply chain for cleaning disinfecting, and preventing spread of disease
 - c. Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and PPE
 5. Cleaning/Disinfecting Protocols
 - a. Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques.
 - b. Ensure safe and correct application of disinfectants and keep products away from children.
 - c. Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC guidelines and all high touch surfaces are routinely cleaned and disinfected. Staff will maintain logs that include the date, time, and scope of cleaning.
 - d. Clean all areas with soap and water. Replace the cleaning agent frequently. Then, use disinfectants at the end of the day and when time allows for drying as to not expose children to their harmful effects.
 - e. Use EPA-registered disinfectant. Follow the instructions on the label.
 6. Food Preparation Areas and Contact Surfaces
 - a. If possible, minimize shared workspaces
 - b. Consider dedicating employees to certain task, at separate workstations
 - c. Place adhesive floor mats at entrances and at entrances of food prep areas
 - d. Cover any exposed clean silverware, dishes, glasses, pots and pans
 7. Other factors to minimize exposure
 - a. Prevent people from self-serving food items
 - b. Eating utensils and napkins will be provided directly by staff
 - c. Plan to serve high-risk students separately from other students
 - d. Put tape marks on the floor six feet apart to promote social distancing while waiting in line
 - e. Prohibit food sharing activities
 - f. No shared condiments
 - g. Food delivery on carts to classroom
 - h. Continue the use of adequate PPE use while delivering food
 - i. Cash will not be accepted, pre-payment or payment online only

BVCS' SFA will ensure measures to protect students with food allergies if providing meals outside the cafeteria. <https://fns-prod.azureedge.net/sites/default/files/cn/SP40-2017a1.pdf>

BVCS' SFA will implement protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

BVCS' SFA will implement protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

BVCS' SFA will implement protocols that describe communication with families through multiple means in the languages spoken by families, when applicable.

BVCS' SFA will ensure students have social distance (six feet apart separation) while consuming meals in school unless a physical barrier is provided. We will post appropriate signage for healthy hygiene practices and will provide visual aides such as tape on the floor to illustrate appropriate spacing to support social distancing.

BVCS' SFA will continue to provide delicious and nutritious meals following the nutrition guidelines so that students will be nourished properly.

BVCS' SFA will utilize State or nationwide waivers, will update school policies, standard operating procedures and training to ensure compliance with Child Nutrition Program requirements.

BVCS' SFA will continue to follow policies to communicate about school meal service, eligibility, options and any changes in operations.

BVCS' SFA is part of the Community Eligibility Program and will continue to offer free meals to all of its students.

BVCS' SFA will assess areas where additional or clearer information may be needed to enhance communication about the program. Provide links to directly access documents and answers to frequently asked questions. Ensure that information is presented in a user-friendly format including language translations where appropriate.

SFA will identify families that may now qualify for benefits than prior to the public health emergency due to changes in the economy. Before school starts, BVCS' SFA will remind families that they can submit a new application for free or reduced-price meals right now and at any time during the school year.

BVCS' SFA will provide multiple opportunities for families to complete meal benefit applications;

BVCS' SFA will assess if new technology may be needed in order to provide online household applications, obtain electronic signatures or transfer protected student identifying information;

BVCS' SFA will make applications available online and at the front office of each school site; and

BVCS' SFA will provide phone and in-person support to assist families in applying.

BVCS' SFA will develop program-specific information that details program activities that affect families such as:

- availability of meals
 - payment methods
 - use of vending machines
 - a la carte sales
 - outside food brought into the building, and
 - restrictions on visitors during the meal service.
-

SOCIAL-EMOTIONAL WELL BEING

PK-12

The Social emotional well-being of our children will be a primary focus among our reopening plans. Throughout this unprecedented shift to a new way of teaching and learning, our dedicated educators and support staff will continue to serve our community, connecting students and families with resources necessary to engage in learning amidst this pandemic. To better support our students and families, we are developing systematic processes to begin the school year with these needs in mind. Students will participate in a daily check-in/check-out system (CICO), regardless of the model of instruction we are in. Students will take a weekly mental well being survey, and participate in circles with counselors. Teachers will receive “alert forms” from counselors, to be filled out when concerned about individuals. In this new way of teaching and learning, requiring a magnitude of flexibility, it is integral that all students and staff are attending to their emotions.

Collaboration with local community organizations has resulted in additional support and resources for our Boquet Valley students, staff and families. To that end, many community agencies have been active in helping us develop our plans and next steps, such as: Essex County Mental Health, Families First, and The Elizabethtown Social Center. Our Counselors, School Psychologist, and staff in collaboration with these agencies are working to identify people daily that will be able to support our students. Registration processes are less restrictive for services like Essex County Mental Health and Families First, and our counselors and psychologists are ready to call, email, teleconference, and meet in person for counseling needs. In addition, our newly formed Griffin Support Team will meet regularly to discuss and develop a plan for action when students are in need.

We will keep the community updated on resources available on our website, through our video updates, robo calls, schooltool, and social media.

FACILITIES

Schools and school districts should promote social distancing while maintaining existing safety requirements designed to protect students. To accomplish this, schools may expand their physical footprint or change the way they utilize space. Schools should also continue to meet or exceed ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

Offices

- Polycarbonate barriers will be installed at each receptionist's desk
- Floors will be marked off for 6' social distancing

- All office personnel will have their temperature taken upon arriving to the school

Classrooms

- Student chairs will be positioned 6' apart for social distancing
- Masks must be worn at all times by the teacher and students
- The unit ventilators in each room are designed to pull fresh air in while they are running
- Students and Teachers are required to complete health and temperature screening as outlined in the Health and Safety Section prior to entering the building

General Building

- Everyone in the building will be required to wear a mask unless otherwise noted.
- Both campuses have at least one water fountain per 100 students
- No more than 3 people allowed in the breakroom at one time and they must social distance themselves
- Fire drills will be conducted so that everyone is spaced out far enough to social distance
- Bathrooms will be cleaned numerous times throughout the day . A daily log will be kept to show who cleaned it.
- Cafeteria will have a reduction in students at one time there. Those students will be seated 6' apart.
- Support staff and all visitors will be required to have their temperature taken before entering the building
- Custodians will be given a refresher course in cleaning and disinfecting. A periodic review and updates on new products will also be offered.
- Students will be taught to walk down the hallways with there right shoulder to the wall so we can maintain social distancing while passing others
- Our alcohol-based hand -rub dispensers are installed in accordance with FCNYS 2020 section 5705.5
- The lead water testing will be conducted this year (2020-21)
- Our 2020 building condition survey will be scheduled to take place before January 1.
- Any changes or additions that we do will comply with the 2020 New York State Uniform Fire Prevention and Building Code

TRANSPORTATION

The school bus is an extension of the classroom and services should be provided to all students with consistency and equity. Each district will be required to: perform regular school bus disinfection measures; train school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train staff regarding the wearing of masks. Students will wear masks and social distance on the bus. Districts will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities – just as they always have.

School Bus- Regular Cleaning/Disinfecting

Bus Staff- Must be trained and supported

Routing Considerations- Parents

Student Riders- Train to social distance at stops and at unloading, wear masks

School Site Loading and Unloading- safety, separation, staggered

Listed below are some assurances and some general practices that we do/will do here at Boquet Valley CSD to ensure that we can open and operate safely during this COVID pandemic.

Buses and Bus Stops

- All drivers and passengers will be required to wear a mask at all times while on the bus. Students will not be denied transportation if they do not have a mask as one will be provided for them. We will encourage parents to please make sure their child has a mask everyday.
- Students who have a disability preventing them from wearing a mask will not be required to do so, but arrangements must be made with documentation and provided to the district office ahead of time.
- Whenever possible, students will be limited to one child per seat on the bus unless they are family members living in the same household then they can sit in the same seat. Seats on the bus will be marked to show where the child can sit. We will be utilizing an alternating pattern through each row of seats. Starting in the back row the student in the seat on the left would sit near the window while the student in the seat on the right would sit near the aisle. The row in front of them would have the student in the seat on the left now sitting near the aisle while the student on the right would sit near the window. This pattern would continue in each row thus resulting in the student not sitting directly in front of another student. It could happen in a seat with family members sitting together but for the most part we would eliminate that as much as possible.
- We are going to have to eliminate students getting dropped off at different locations each day. Because of the social distancing on school buses we are not going to be able to accept drop off or pick up changes as it will result in too many students riding the bus. These routes were

planned out according to the number of students that we can fit on the bus and the bus stops were planned accordingly.

- We will encourage buses to unload students at the school one bus at a time to eliminate crowding and help to maintain social distancing better. We will also have a policy in place for the end of school dismissal so all students aren't trying to load at the same time as well.
- Any driver or bus monitor that must come into direct contact with a student will be required to wear gloves when necessary.
- No hand sanitizer will be allowed on the bus. Because it is combustible it should not be kept on school buses and transported. Hand sanitizer can be obtained while at school.

Communication between district and parents

- We will require parents not to send their children to school or board the bus if their child has been sick and/or has a fever or has had a fever in the last 24 hours as per the Health and Safety section of this document.
- Bouquet Valley has sent out a survey to all parents regarding transportation and has provided them with an "opt-out" option if they would rather bring their children to school themselves if they feel safer that way.
- Remind students/parents/guardians that social distancing requirements need to be adhered to at the bus stop as well. By having the parents help to make sure this happens it will eventually become second nature for the students to do it.
- Students will be taught the proper use of personal protective equipment and the signs and symptoms of COVID-19. Having them know the proper way to wear a mask and handle the mask will help to keep everyone safe.
- Students will be taught and provided periodic reminders on the proper use of social distancing and how to maintain it as much as possible.

Training

- We will have periodic refresher courses for staff members to go over the proper procedure for cleaning and disinfecting school buses. They will be updated on any new products being offered in our area.
- Staff will be trained and provided periodic refresher courses on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- Staff will be trained and provided periodic refresher courses on the proper use of social distancing and how to maintain it as much as possible.

Cleaning and disinfecting

- Buses and other transportation vehicles will be cleaned and disinfected daily after every run.
- A log book will be kept in each vehicle documenting the date, time and name of person performing the cleaning
- Director of Facilities or the head bus driver will make frequent inspections to make sure that the buses are being cleaned according to schedule

Bus garage

- Mechanics and bus drivers are to wear a mask at all times. If a mechanic is working alone in the garage they will be allowed to remove their mask to work.
- There will be no gathering in the break room. Social distancing must be adhered to at all times.
- There will be hand sanitizer provided at the bus garage. Drivers will be asked to wash hands and to use sanitizer before getting on the bus and as soon as they get off the bus. Mechanics will be asked to wash hands as frequently as possible and use sanitizer.
- A cloth mask has been provided to each driver. Disposable masks will be on site just in case they forget to bring theirs or is the one that they have happened to break or get contaminated.
- All transportation personnel will need to perform a health questionnaire either on our website or through the QR scan code for symptoms of COVID-19 before arriving to work.
- Upon arriving at the facility the employees temperature will be taken. Anything higher than 100.0 and they will be asked to leave for the day.

BUDGET AND FISCAL

Bouquet Valley Central School District will continue to meet existing state aid reporting requirements. The content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order.

Economic Overview

Both the national economy and New York State's economy have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts that have been undertaken since March 2020. What is still unknown is the extent to which the impact will improve or worsen, how long it will last, and which sectors of the state economy will be most severely impacted.

Onu school district is funded through a blend of many revenue sources, including the personal income tax, sales tax, corporate taxes, user fees, and federal grants and entitlements. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19.

School District Fiscal Preparedness

It is understood that this situation has the potential to be long-lasting. As such, there is no immediate plan to tap into our reserve funds to off-set the costs of any potential financial hardship for the district.

2020-21 Enacted State Budget

Governor Cuomo's Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of \$825 million, or 3 percent. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency federal funds. The initial impact to Boquet Valley Central School District was the loss of only \$13,000 (thirteen thousand dollars).

Pandemic Adjustment and CARES Act Funds

State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a "Pandemic Adjustment", which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants.

Bouquet Valley Central School District used the Pandemic Adjustment to offset the decrease to state aid, and plans to apply to every available state or federal grant that can help us work through this difficult financial crisis.

Potential Further Aid Reductions

The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly \$1.2 billion.¹¹ Combined with other budget actions, the remaining gap was projected to be \$8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap. Bouquet Valley Central School District will make decisions as needed in regards to the potential loss of these funds. At the time of the submission of these plans, we, officially, are only short the \$13,000 in Foundation Aid.

180 Day Calendar and Attendance Reporting for State Aid Purposes

School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements.

The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue the same information, based on the schedule provided for the average student, rather than reporting for each individual student. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.

The Plan for Boquet Valley Central School District will be to continue to take attendance and measure and record engagement (as mentioned in other parts of this plan), and to follow appropriate reporting procedures through the SAMS.

Impact of Low Attendance on State Aid

School districts have expressed concerns about the impact that students choosing to stay home during the pandemic will have on their state aid calculations. State Aid formulas use multiple attendance counts in the calculation of aid apportionments for school districts. Statewide over 70 percent, largely in Foundation Aid, is based on Average Daily Membership or district enrollment, which is a measure of student registration in the district and does not take attendance into account. These aid formulas should not be impacted by attendance rates. Some formulas use Average Daily Attendance in the calculation of reimbursement rates, and Education Law §3602(1)(d)(2) provides for the commissioner to exclude from that calculation “days on which school attendance was adversely affected because of an epidemic...”. NYSED plans to advance a proposed COVID-specific change to such regulations in September for consideration by the Board of Regents.

Flexibility for Budgetary Transfers

It is anticipated that there may be costs in 2020-21 that districts did not budget for in necessarily the correct account codes. In particular, the need for additional equipment has been noted above. Flexibility for budget transfers in the 2020-21 school year only for additional equipment needed (associated with re-opening and the maintaining of buildings primarily) would help school districts in that position. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is

considered a non-contingent expense (generally) and transfers into non-contingent line items are prohibited. This determination appears to be based primarily on Formal Opinion of Counsel No. 213 (www.p12.nysed.gov/mgtserv/budgeting/handbook/appendixg.html).

In addition, school districts are encouraged to maximize their state-aided hardware in order to ensure that all necessary equipment is being purchased.

Tax Collection

School districts that rely on banks or other outside entities, such as a town, to collect school taxes, could face an issue of capacity for in-person collection. Limited staffing or hours may make it more difficult for taxes to be paid in the period without penalty. In addition, at least one instance of a bank not wanting to have citizens coming in to pay taxes and bank staff having to handle all of that paper has resulted in a district needing to have to come up with a new process. Having to change to a collection process that is all in-district may not be feasible, either due to costs or staffing.

Bouquet Valley Central School District has reviewed our tax collection process does not anticipate any issues or problems at this time. Should issue arise, they will be handled and communicated with our taxpayers.

Other Considerations

All existing state aid reporting requirements and deadlines must be maintained; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Additional costs for PPE, transportation, food service, and other mitigation needs will likely be necessary. We do not assume additional state or federal support will be available beyond what has already been budgeted for the 2020-21 school year and have planned accordingly.

ATTENDANCE

K - 5 Attendance and Chronic Absenteeism

Students enrolled at Bouquet Valley Central School are required to attend for the entire time classes are in session and shall be respectful and orderly while in attendance. Each minor from ages six to sixteen is required to be enrolled in school. New York State regulations require the district to provide 180 days of instruction; that instruction may include: in-person instruction, remote learning, or a hybrid.

Students will be expected to continue to be engaged in the learning process during remote learning as well. Teachers will develop and communicate a clear plan and procedure for students and parents to follow to help ensure this success. Any concerns or limitations on the ability to meet the remote instruction guidelines of the teacher should immediately be expressed to the teacher, the teacher will then meet with the principal to evaluate how to best assist.

Attendance is important and it is each student's basic responsibility as a member of the school community. Regular attendance is directly related to academic and career success; as such, whether remote or in person, **attendance will be taken by classroom teachers daily.**

For in person instruction we will follow normal attendance policies. When there is a COVID related concern or situation we will provide the students and families with digital instruction. Students will be expected to log in to the Google classroom for direct instruction. Attendance will be taken by the classroom teachers. When students have not logged in to the classroom, the teacher will mark the student as absent.

As an effort to ensure communication between the school and the home daily robo calls will be made home for any students noted as absent. After 2 consecutive days of absence (on day 3) calls will be made home by the attendance clerk - if additional consecutive absences continue the building principal will be notified. Per New York State guidance this attendance practice will continue during remote learning as well.

Chronic Absenteeism

Extensive Research indicates that missing ten percent of school days tends to be the "tipping point" when student achievement declines. Chronic absenteeism is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month.

Chronic absence includes all absences from in-person or remote instruction, both excused and unexcused. This loss of instructional time has a major impact on students' opportunity to learn. As such the district will take the following steps as we strive to partner with parents to increase student attendance:

1. Prior to the start of the school year the district will inform parents and the community of the expectations and need for regular attendance.
2. School and classroom culture will work to make all students feel welcomed and involved.
3. Development of school "Allies" for those students most in need

4. Lessons will be engaging and maintain student attention.
5. Communication with parents by appropriate school personnel.
6. Referral to appropriate state agencies as warranted.

6-12 Attendance and Chronic Absenteeism

Schools are required and responsible for developing a mechanism to collect daily attendance, regardless of the instructional setting. BVCSD policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school.

State Aid Purposes/Reporting Purposes - Attendance of any student of compulsory age, who resides in the district, must be reported in the Student Information Repository System (SIRS). Reporting of daily attendance is directly connected to the state aid the district receives. Therefore, attendance will be taken daily regardless of the model of instruction being used.

There will be a homeroom or “attendance advisor” that will take attendance daily at the middle school/high school level. This requirement is in addition to their daily classroom responsibilities with their teachers. It will be the responsibility of the students to check in with their daily “attendance advisor”. Students and parents will be given information on this procedure in the opening days of school.

Instructional Purposes- Reporting Attendance for each course is required to track the instructional hours/minutes mandated by NYSED and for meeting the 180 days in session requirement. This information is directly tied to the state aid the district receives.

In middle school and high school it is the responsibility of the students to attend class. Students must follow attendance procedures that their classroom teachers have in place. Attendance is important and it is each student’s basic responsibility as a member of the school community. Regular attendance is directly related to academic and career success.

Failure to attend class daily, regardless of instructional model, may affect a student’s grade and could result in loss of credit, referral to school counselors, or a Pupil in Need of Supervision (PINS) referral through Essex County Family Court. Notification, as required by NYSED Commissioner’s Regulations Section 104.1(i)(2)(vii) and Boquet Valley School Board Policy will be sent to parents/guardians when students reach each/any of the successive levels of course attendance (7 absences ,14 absences, 20 absences).

Reporting Purposes- The compulsory attendance law in New York State requires that all children between the ages of six and sixteen be provided with a program of instruction, either at a public school or elsewhere. The object of the compulsory attendance law is to see that children are not left in ignorance, that from some source they receive the instruction that will fit them for their place in society. It is the responsibility of the district to take attendance collected and enter it into the SIRS.

Chronic Absenteeism- The New York State Department of Education requires the district to report Chronic Absenteeism through a Chronic Absenteeism Accountability Report. Chronic absenteeism is an accountability

measure used to determine accountability status under New York State’s plan to comply with the Every Student Succeeds Act (ESSA). Students are considered chronically absent if they were enrolled for 10 or more instructional days, in attendance for at least one of those days, and absent (excused or unexcused) for 10% or more of their enrolled instructional days.

At the 6-12 level there will be a 3 part “check-in” system to support students with chronic absenteeism. BVCSD counselors will be notified with an “alert” form, when absenteeism is becoming a concern. Counselors will do a weekly email “check-in” with each student, and each counselor will work with an assigned group of teachers, who in turn have an assigned group of students. These “case managers” will have regularly scheduled meetings to discuss students in need of support.

SCHOOL SCHEDULE

Grades K-5

The ultimate goal is having students attend in-person as much as possible, while ensuring the safety and wellness of students, families, and employees. An essential aspect of any plan requires the school’s focus on social and emotional wellness, teaching and training students on appropriate conduct throughout the school and orienting students with new practices and procedures. As a means of meeting state guidelines and expectations, we have made adjustments to the building that include cohort-only stairways. Our plan to help students learn and grow in this adjusted environment, as well as prepare for the very real potential that the state may move us to a remote only learning environment, requires us to reincorporate students into the school in a systematic way. The following plans also allow us to make predictive and timely adjustments to learning as situations may dictate. We are being conservative in our application of all health and safety guidelines. This means we will have everyone separated by six feet, everyone will be wearing masks when unable to meet the 6 feet guidance and arranged into consistent groups (cohorts). The elementary cohorts will be by grade level.

A hybrid model

A hybrid model is a mix of in-person and remote learning - allows instructional staff to be flexible as we enter the unknown of next school year. Our instructional plans include using Google Classroom while providing in-person instruction so that should we have to change to remote instruction at any time, the adjustment will be minimal.

- September 3 - 18: Kindergarten through grade 5 will be separated into two groups. These groups (Group A and Group B) will rotate every other day between in classroom learning and remote learning.
- September 21: All students in Grades K-5 will attend in-person four days per week, with remote instruction every Wednesday.

In-person instruction

In-person instruction will follow the 6 day cycle (Days 1-6) including specials. Students maintain their cohorts and appropriate safety practices continue. Teachers will include masks breaks that incorporate social distancing.

Remote Instruction

Remote Instructions anytime a student is not present in the building. In accordance with guidelines from New York State, remote learning requires the student to be actively involved and engaged in lessons and meet class requirements for attendance and instruction. When a student is learning remotely, it is the expectation that his/her computer is an extension of the classroom, and as such, students are required to attend all scheduled remote classes during the times scheduled by the teachers, and complete all remote assignments by their due date; unless other arrangements have been made prior to the due date. Individual student needs and equity will be put at the center of all learning experiences. Any family who is in need of a device will be provided with a Chromebook. Any family who does not have internet access or who are internet fragile should contact their teacher to work on a plan for success. Information relating to need and available technology can be found in the Technology and Connectivity section.

We know that any form of hybrid or remote learning is far from ideal for families, especially those with elementary children. Please recognize we are working to ensure the safest learning environment and as additional guidelines from the State are brought forward adjustments may be required. After the first few weeks of the new school year, the district will evaluate the situation and make adjustments as possible. This model has been chosen for several reasons:

- Focus on social emotional welfare
- Teaching and training on new habits and procedures
- Allows for in-person instruction and training of digital learning devices
- All areas will be cleaned and disinfected daily (and high touch areas disinfected throughout the day)
- Upon moving to Hybrid B model - remote instruction on Wednesday allows the district time to provide deep cleaning.

Grades 6-12

Schools must create a comprehensive plan for a schedule that includes in-person instruction, remote instruction or a hybrid of both in-person and remote instruction. In all 3 instructional models Wednesdays have been identified as “deep clean” days, and all instruction will be remote. Counseling support will be in place for all learning models. Models will shift in accordance with state guidelines, and families and students will be prepared for changes with very short notice. Students will be broken up into groups A-D, and receive their group assignment prior to school starting.

- Group A are students that follow the plan the school is providing.
- Group B are students that choose the 100% remote model, 100% of the time.
- Group C are students that are mandated to be in-person 100% of the time, unless the Governor declares that schools are closed to in-person learning.
- Group D are students that faced obstacles impacting academic success during the 2019-2020 closure, and will be provided more opportunities for in-person learning during their “remote” week.

Model 1: In-Person Instruction -

The In-Person Instructional Model is 100% in-person. This would follow the students regular school day and 6 day cycle schedule, with concessions made to increase safety measures. The bell schedule will be altered to allow less traffic in the hallways, teachers will travel to cohorts instead of students when possible, outside areas and community agencies, such as The Social Center would be utilized as classroom spaces to meet the needs of 6ft spacing.

Model 2: Remote Instruction -

The Remote Learning Model is 100% remote instruction. This model includes both synchronous and asynchronous instruction and activities (see definitions below). Remote learning will connect and reinforce the in-person classroom instruction. During this model of instruction, students will receive an agenda and/or weekly assignments by the Friday prior to the week they’re due. In addition, to avoid conflict for students and teachers, there will be a weekly schedule of remote learning in synchronous style instruction. As in all models, students will be required to submit their assignments by their teacher-given due dates. The regular school day (7:50-2:50) will be followed in terms of collecting/posting assignments, unless alternative arrangements are made between the teacher and student.

Synchronous learning is the kind of learning that happens in real time. This means that students, their classmates, and their teacher interact in a specific virtual place, like a Google Meet, at a specific time. In other words, it’s not exactly anywhere, anyhow, anytime. Methods of synchronous online learning may include Google Meets, teleconferencing, live chatting, and live-streaming lectures.

Asynchronous learning happens on a student's schedule. Their teacher will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, so they have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lessons, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

Model 3: Hybrid Instruction -

The Hybrid Learning Model is a combination of remote and in-person instruction. Students will take courses in alternating two week cycles of one week of in person learning, and one week of remote learning. The last period of the day is planned in a way that whether students are remote or in-person a teacher can be available for a synchronous check-in.

A general outline of the day for both remote and in-person weeks follows.

- The 6-12 student population will be divided into two groups with a variety of cohorts: Team Blue and Team Gold.
- Team Blue will include students in the 6th, 8th, 10th, and 12th grade cohorts
- Team Gold will include students in the 7th, 9th, and 11th grade cohorts
- With the exception of week 1, each Team will attend one week at a time alternating weeks. One week Team Blue will be learning In-person, and that week Team Gold will be learning remote and vice versa.
- During the first week of instruction, we will alternate days between Teams. Team Blue days will be 1, 3, and 6 and Team Gold days will be 2, 4, 1 (start of 2nd 6 day cycle). Starting in this way allows for all students to be seen within the first week, distribution of 1:1 devices, training in necessary technology, and an introduction to the three models of instruction that may be used at any time with little notice.
 - Day 1 - Thursday, September 3, 2020 - Team Blue
 - Day 2 - Friday, September 4, 2020 - Team Gold
 - Day 3 - Monday, September 7, 2020 - Team Blue
 - Day 4 - Tuesday, September 8, 2020 - Team Gold
 - Day 5 - Wednesday, September 9, 2020 (All Remote Instruction)
 - Day 6 - Thursday, September 10, 2020 - Team Blue
 - Day 1 - Friday, September 11, 2020 - Team Gold
- Teachers travel to classrooms when possible for less traffic among student cohorts.

TEACHING AND LEARNING

K - 5 Teaching and Learning

The 2019-2020 school year changed the way we serve students. Providers connected remotely to make connections, build relationships, support learning, deliver lessons, assess learning objectives and provide support to students and families. Through that process, with the help of families, we learned best practices for our district. Here is what you can expect from us moving forward:

The district will work to keep parents informed of the mode of instruction through the use of the school website, email, robocall, Facebook and Twitter pages. When possible the district will strive to provide parents with early knowledge of adjustments to the mode of instruction. However, as we experienced in the spring, the district cannot always provide that warning.

In order for effective teaching and learning to occur, students and teachers must also develop a strong and positive relationship. Our goal throughout the school year is to help families and students feel supported. Regular communication is essential to that process. Teachers can be reached through their email, notes to the school and by calling the school (962-8244). Teacher communication will be regular and consistent. Parents can help this process by checking their child's folder and Google classroom daily for information and updates.

All students will learn, and we will provide for each student's needs. Instruction will remain rigorous and relevant in all settings. Data gathered from assessments will drive instruction and intervention. Successful instruction will require careful collaboration among the students, families, and school with each partner fulfilling a specific role. The effective gathering and review of qualitative and quantitative data is essential to ensure student success. Teachers will use NYS Standards to build upon previous experiences and to establish goals.

Targeting Learning Goals

Teachers will use content area baseline data and/or core subject assessments to create lessons to meet students at their instructional level and bring them to grade level expectations through differentiated lessons, using video and small group follow-up via audio or video meets.

Parents, we ask that you support your child by keeping them on a regular schedule, help them stay organized, assist them in accessing the instructional materials, and ensure your child returns completed work as scheduled by the teacher. Keeping your child consistently engaged will help them progress and learn. In remote learning situations, check Google classrooms daily for instructional meeting times and office hours.

Remote Learning

- Students will be provided with devices as needed.
- Each teacher will have a Google Classroom established. Students will be taught in the first weeks of school how to work through the system.
- Class meeting times will be consistent and provided to students by teachers in advance. If a student cannot make the stated time, parents are asked to inform the teacher in advance. Including the reason for the absence may help the teacher to address the needs or concerns.
- Teachers will assign due dates for assignments.
- Special area classes will continue during remote instruction and assignments will be graded.
- The targeted learning goals will reflect appropriate NYS Learning Standards
- AIS services and interventions will continue through meaningful instruction and support.
- Parents should communicate all questions and concerns with teachers through email and Google Classroom.

6-12 Teaching and Learning

As we face the unprecedented challenges presented by the COVID-19 pandemic, we've had to come together as a community to reimagine education. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. To this end, the district has made a commitment to training and teaching both students and staff the 3 models of instructional practices. Through proper training, students, teachers and staff will be able to transition smoothly throughout the 3 models as we need to adjust for an increase or decrease in COVID-19 cases. Our school calendar continues to offer 182 days of instruction, which will be delivered in-person, remotely, or through a hybrid model.

MANDATORY REQUIREMENTS

Clear opportunities for equitable instruction for all students

Organized and shared resources will be delivered in necessary modalities. Students that don't have access to the internet or technology will be offered Chromebooks and access to hotspots. These students will also be

offered paper copies, and access to The Social Center or school in limited capacity when we are operating 100% remotely. Students that do have access to the internet, but don't have access to a Chromebook will be issued one. Training will be given to all students on Chromebooks and Google Classroom. We will be offering parents a variety of technology support through different virtual sessions.

Continuity of learning when using any instructional model

As seen in the schedule section, the district has developed a model of instruction in 3 different modalities. Teaching and learning will be continuous and meet all requirements through one of the following: In-person instruction, remote instruction, and or hybrid model of instruction.

Standards-based instruction

Maintaining rigor and accountability is a priority for the BVCSD. The district is currently following NYSED curriculum maps and will use formative and informative curriculum-based measures to ensure they're meeting NY state learning standards.

Substantive daily interaction between teachers and students

As indicated in the attendance and Social-Emotional Wellness sections, each student will check in daily with an "attendance-advisor". Additionally students will participate in regularly scheduled counseling sessions, synchronous instruction, or circles.

Clear communication plans between parents and schools

Throughout the spring and summer, the district has asked parents to take multiple surveys on a variety of topics relating to the COVID-19 school closure. The information in these surveys, along with committees formed with community and staff members are informing our decisions. We will continue to use frequent SchoolTool and social media updates. The superintendent gave weekly video updates, and robocalls throughout the closure, and will continue to do so as we move into transitioning models of instruction. We are mindful to send written communication to families without technology or the internet.

EARLY LEARNING: EARLY BRIDGES PROGRAM

The District recognizes that remote learning is especially difficult for preschoolers, and in many cases, not at all appropriate for their learning. Preschool students in Special Education will be invited to participate in in-person schooling commensurate with their IEPs. Additionally, related services for young children (Speech, Occupational Therapy, Physical Therapy, English Language Learner support) are most effective when children and adults are together in the same space, and our little ones can manipulate materials, see the adult's face, and receive immediate, in-person, feedback. Given the small-group nature of preschool, Boquet Valley Central School's Early Bridges Program will be offering consistent programming, while keeping groups small enough to

ensure safety protocols. Currently, we are in the process of scheduling students for IEP services and inclusion opportunities that meet safety protocols and guidelines.

In person instruction will follow district policies and procedures on social-distancing provided by local government and CDC guidelines. Using the curricula (Creative Curriculum, Ready Rosi, High Scope), in person and remote learning will be provided congruently throughout the program year. Lesson and skill instruction will be provided through NYS and Head Start approved materials. ELA instruction will be provided through the Wonders Reading Series and Math instruction will be provided through My Math. Every lesson that is taught in the classroom on a daily basis, will also be in the remote classroom using the learning format platform Seesaw. This hybrid model will ensure all instruction is available to students in school and at home. In the event we have a school closure the virtual learning will easily transition to the remote Seesaw classroom. For both the hybrid and virtual models educational progress monitoring will be done through the use of TS Gold and curriculum based assessments (CBA).

Families that do not have access to technology at home, will be provided devices. Paper-based instruction will also be available to those that do not have access to the internet and a list of all the community internet hubs will be provided. Our instruction and curriculum is focused on creating a safe environment that provides social emotional skills. During the in person approach our classroom will implement the Pyramid Model. The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development. In the remote or blended approach we will create lessons that support social emotional skills, through stories and activities built in our curricula; Creative Curriculum, Ready Rosie, and High Scope. Given the differences between a remote and in-person approach to learning the program will provide extra social emotional supports for the students and families. For both remote and in-person approach to learning the program will continue to provide Mental health services through our preschool licensed psychologist and MSW consultants. Family Workers will maintain regular and consistent contact to assess family needs and goal setting progress and to assist with connecting families with community resources.

FLEXIBILITY

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

Pre-Kindergarten (Nelly)

180 minutes per week

Physical Education

CTE, CDOS (CVES)

TECHNOLOGY AND CONNECTIVITY

DISTRICTS MUST

Sufficient access to a computing device and high-speed broadband is essential for educational equity. Districts and schools must: have knowledge of the level of access all students and teachers have in their places of residence; to the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models.

- **Districts must have the knowledge of the level of access of our students**
- **Districts must provide devices to students and teachers who do not have sufficient access**
- **Districts must provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models**

DISTRICTS SHOULD

- **Districts should provide instruction using technology and IT support for students, teachers, and families.**
- **Districts should provide professional development for teachers and leaders on designing effective online/remote learning experiences and best practices for instruction in an online setting**

For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet are essential for educational equity. Even before the COVID-19 pandemic, the inequitable access to technology and internet services in students' places of residence was a priority to be addressed. The closure of New York schools and subsequent shift to remote learning only highlighted this urgent need. The period of remote learning due to school closures presented significant challenges, especially due to the digital divide, but also unprecedented opportunity for schools, students, and families to leverage technology to support instruction, learning, communication, and meaningful connections. The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. As schools plan for reopening, technology and connectivity must remain essential areas of focus.

In preparation for the utilization of in-person, remote, and hybrid models during the 2020-21 academic year, Bouquet Valley CSD, schools plans to provide students and teachers who need them, for use in their places of residence, with access, to the extent practicable, to:

- A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet, for their exclusive use; and

- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot). We are well aware of the issue related to internet access in our communities. Unfortunately, many of the areas that do not have internet access also do not have adequate cellular coverage, making hotspots an ineffective method of internet access. We are working to provide as many options as possible.

In the limited cases where students may still lack internet access in their places of residence, despite best efforts, districts and schools must ensure that all efforts are being made to provide some form of internet access availability, such as by boosting WIFI signals to parking lots. Both the Lake View and Mountain View Campuses have boosted signals in the parking lots for remote access. We have also worked with local partners to provide additional hotspots in the community.

Reopening Plan Mandatory Requirements

School and District Reopening Plans must include information on how the school will:

- ❑ Have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence;
- ❑ To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- ❑ Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

While the mandatory shift to remote learning in Spring 2020 has highlighted the work that must be done to ensure all New York State students have equitable access to technology, it also revealed a significant capacity for innovation. Districts and schools are encouraged to reflect on lessons learned during remote learning, and to assess the effectiveness of digital tools, platforms, and resources utilized.

Considerations for Reopening Plans

The following recommendations should be considered as schools develop reopening plans:

- Survey parents and guardians to determine the level of access to computing devices and high speed internet to which students have access in their places of residence.
- Ensure surveys are crafted to gather useful data.
 - An indication of “access” to a device in the home, in many circumstances, does not ensure the student is able to access the device at the specific times and/or for the length of time necessary to be successful in a remote or online setting. In many families, “access” could mean multiple children sharing a single device, sometimes with one or more adults who themselves are attempting to work remotely.
 - Similarly, craft questions about internet access to produce usable data. Merely asking whether a not a student has “access” would not provide useful context for informing decisions on instruction. Many students are in situations where multiple household members are connecting to the internet through a prepaid cell phone with a limited data plan, or the student has to drive fifteen miles to a parking lot where WIFI is free.

- Provide professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.
 - This will be available through NERIC Model Schools and possibly other vendors.
- Provide instruction to students to build digital fluency.
 - General instruction will be provided through classroom and special area teachers. Additional instruction will be provided through the technology teachers and library media specialist.
- Adjust Information Technology (IT) Support as necessary to support teachers, students, and families. The following innovative strategies identified by NYS educators may be possible considerations for increasing IT support:
 - Tech-Savvy Staff: Designate staff members to provide ongoing support with technology to students, teachers and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - Student Technology Support: Several schools across NY have student technology support programs. The [May 2018 Edition of NYSED's Ed Tech Innovators Newsletter](#) highlighted several examples.
 - Video Library: Create a video library on tech tutorials for student, teacher, and family technology use. This effort will be coordinated by building principals, and organized by our Library Media Specialist. The Resources will be available on our Library Page of our website.
- Ensure student data privacy and security will be maintained and that the school and/or district are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
- Consider streamlining the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, platforms, and resources utilized during school closures.
- Provide both support and flexibility to students when designing remote/blended/online learning experiences.
 - Work with colleagues, students, and families to identify multiple effective structures and supports. Open deadlines, ambiguous expectations, and/or lack of direct support from a qualified educator are difficult conditions for students and families. Students who participated in the Regents' Reopening Task Force Meetings indicated that students who felt supported by their teachers and schools were more likely to have increased levels of engagement during remote learning.
 - Building Principals will coordinate structures and supports that include, but are not limited to, consistent methods of communication and times that communications are sent, predictable deadlines, and the provision of instruction in multiple modalities (recorded video, recorded audio, written translation).
 - Provide flexibility to decrease stress and increase equitable access for students and families. Older students may be taking on responsibilities such as caregiving or working outside of the home and may not be available during traditional school hours. Younger students may not be supervised by a parent or guardian during the school day, and their caregivers may not be in a position to effectively guide remote/online instruction.
 - One area requiring flexibility is printing. Many students do not have access to a printer, especially if libraries are closed. Consider alternative learning activities that do not require students to print. Bouquet Valley CSD students will not be required to print anything at home.

- Bouquet Valley CSD will look to explore other examples of flexibility including, but are not limited to, weekly instead of daily deadlines and choice boards with activities requiring varied levels of technology access. For students with extremely limited internet access, schools may wish to provide materials and assignments on a flash drive or other file storage device.
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SPECIAL EDUCATION

Overview of Special Education Supports

Special education educators often have particularly close connections with their students; therefore, ongoing communication and meaningful partnerships with families continues to be of paramount importance to us. As we move into the start of the new school year, special educators will be collaborating with related service providers, instructional paraprofessionals, general educators, and others who support children in Special Education, ensuring that recommendations for activities are appropriate and accessible whether they occur in-person or remotely. The collaboration that took place during the spring closures will continue into the new school year to provide students with their IEP services. The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services in the fall, with some in-person and some remote opportunities. In support of some of our more vulnerable populations, students in substantially separate programs will have the choice to attend in-person full time. Resource students will receive support to access the curriculum both in-person and remote. Transition planning and services will continue. As we consider social distancing requirements, the District will factor in the additional special education personnel who enter classrooms to provide accommodations and modifications. IEP meetings will be held mainly remotely to limit the number of people in a building, and the District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings. The District will make every effort to maintain as much in-person instruction as is safely possible should a full closure once again be necessary. Students with disabilities, along with their peers in general education, will be assessed to evaluate skill gaps. In addition, special education progress reports and data on levels of performance towards goals prior to closure will be reviewed for progress and

regression post-closure. For students in the Extended School Year (ESY) program, progress reports and discussions on individual levels of current performance will be important in assessing skill gaps and regression. We anticipate further guidance from the State which will provide public schools with a process for identifying how compensatory services will be determined and how Districts should modify, expand, or change services. We will continue to work closely with BOCES and State Operated Schools to ensure students in and out of district schools will continue to receive their services either remotely or in-person as directed by the individual schools. Boquet Valley Central School will continue to receive remote learning plans and progress reports on all students as appropriate.

CPSE and CSE Meetings

Districts will follow IDEA and the Commissioner's Regulations 200 when planning for and conducting virtual IEP team meetings. The virtual meeting format that was used during the spring closures will continue into the new school year to provide students with their IEP services. IEP meetings will be held mainly remotely to limit the number of people in a building, and the District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings. Districts will be using Google Meets as the virtual platform. District will arrange for families, teachers and/or service providers to participate. All IEP attendees will be notified 10 days prior to the date of the meeting. The invite will include the date, time, phone number and access code for each meeting. The NYS Procedural Safeguards will be provided for parents to reference as needed. The office of Students Support Services, CPSE/CSE Chair, and/or the Case managers will maintain communication with parents prior to the IEP meetings.

Districtwide Special Education Programs

Boquet Valley Central School has several focused Special Education programs for students with specific learning profiles, as listed below. Students within each of these programs will be invited to participate in full-time, in-person schooling, although some services may be provided via teletherapy when appropriate. In the event of another full school closure, the District will plan on trying to maintain as much in-person therapies as is safely possible.

In-Person vs. Remote Services

In many cases, the individual circumstances of staff and student health and safety may dictate the availability of in-person services, including speech, occupational therapy, physical therapy, SEIT, orientation/mobility, visual, hearing, and reading support. The District will explore out-patient services on a case by case basis. However, there will certainly be times when teletherapy services are the

safest and most appropriate. To prepare for this contingency, the District has been exploring tools that staff could use to provide teletherapy services. Multiple potential tools have been identified, and the District is in the process of establishing the necessary student data privacy agreements with vendors. Additionally, classrooms have been assigned to individual therapists. Once school begins, therapists will be scheduling students for in-person services or synchronous teletherapy services, depending on the individual needs and schedule of students. These services will be delivered individually or in small groups. Schedules will need to accommodate the time needed to sanitize these rooms after each student or small group. Parents of children participating in the Hybrid Learning Model can expect that their children will receive a combination of in-person and teletherapy, as required. District will provide a list for parents/guardians for community internet hubs.

Case Managers

Given the differences between a remote and in-person approach to learning, the program will provide extra social emotional support for the students and families. For both remote and in-person approach to learning the students' case managers will maintain regular and consistent contact to assess family needs and student needs. When necessary the case manager and Director of Student Support Services will assist with connecting families with in school counseling services and community resources. Communication will occur weekly in the parent's preferred mode of communication by at least one of the service providers. Case managers will maintain a communication log for each individual student. All conversations and attempts to connect will be documented in the school district management system and the case management log.

Consultant Teacher Services

The Boquet Valley Central School District provides direct and/or in-direct Consultant Teacher Services to students with disabilities in general education classrooms K-12. Special education consultant teachers providing services collaborate with general education teachers to plan instructional accommodations and modifications for students with disabilities in general education settings. Such students would generally possess good coping skills and would be able to advocate for themselves. The direct consultant service additionally offers students with disabilities the opportunity to receive instruction in regular education classes with non-disabled peers, as the special education teacher "pushes into" the regular education class to provide the service to the student. Due to the differences between a remote and in-person approach to learning, the consultant teachers will be participating in all the general education virtual classrooms. They will modify any materials and activities to ensure the student is supported academically and has the ability to meet success. Consultant teachers will communicate weekly with the general education teacher and students. Consultant teacher will progress monitor in collaboration with the general education teacher. Consultant teachers will ensure that students have all the necessary materials to complete the assigned classwork. Weekly calls to parents will occur to provide academic support at home. Conversations will be logged in the district's student management system.

Resource Room

This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting for a specific subject area such as math or reading. In person and remote resource rooms will follow the Commissioner's Regulations 200.6 (f). The resource room will support general education through small group review, reinforcement of skills, remediation of learning deficits, pre-teaching new concepts, and supplementing reading or math instruction. In the remote setting resource room will be provided through google classroom, hangout meets, and phone calls. Teachers will provide daily instruction. Teachers will monitor progress regularly. In both virtual and in-class resource rooms, teachers will teach study skills and focus on the goals and objectives identified in each student's Individualized Education Plan (IEP).

Special Education Self-Contained Classes K-5 Description

The K-5 self-contained classes within the District consist of up to 12 students. Each class has 1 Special Education Teacher and 1 Teacher Assistant. Self-contained classes follow the General Education standards, however, the material is often modified to meet individual student needs. All instruction is differentiated based on process, product, and content. All lessons are modeled and practiced. Re-teaching is a vital part of daily practice. Every lesson that is taught in the self contained classroom on a daily basis, will also be on the remote learning format platform google classroom. In the event we have a school closure virtual learning will be on the remote learning format google classroom. Families that do not have access to technology at home, will be provided devices. The self contained classrooms provides services for students with Autism Spectrum Disorder (ASD) and other related disabilities with intensive needs including deficits in language, social communication, play skills, abstract thinking, sensory, and behavior. The self-contained classes provide highly individualized services involving life skills approaches to learning. Through the integrated approach students are also included, often with support, for specials (music, art, technology and PE). In a virtual setting the students will continue to receive individualized services involving life skills approaches to learning through individualized google meetings and virtual activities. In a virtual setting students will continue to receive support for specials.

Special Education Self-Contained Classes 6-12 Description

The 6-12 self-contained classes within the District consist of up to 15 students. Each class has 1 Special Education Teacher. Self-contained classes follow the general education standards, however, the material is often modified to meet individual student needs. All instruction is differentiated based on process, product, and content. All lessons are modeled and practiced. Re-teaching is a vital part of daily practice. Every lesson that is taught in the self-contained classroom, on a daily basis, will also

be on the remote learning format platform google classroom. In the event we have a school closure virtual learning will be on the remote learning format google classroom. Families that do not have access to technology at home, will be provided devices. The self contained classrooms provide services for students with intensive needs including deficits in language, social communication, play skills, abstract thinking, sensory and behavior. The self-contained classes provide highly individualized services involving life skills approaches to learning. In a virtual setting the students will continue to receive individualized services involving life skills approaches to learning through individualized google meetings and virtual activities.

School Counseling Services

The school psychologist or school counselor or clinician is responsible for the provision of IEP mandated counseling for individual students and parent training, as prescribed by the Committee on Special Education. These services are provided to those students whose psychosocial needs interfere with their ability to benefit from education. The focus of school-based counseling must be on the school-related difficulties of the student with a disability and is designed to assist the student in overcoming the social or emotional challenges that interfere with the educational process. In a virtual setting, Counseling Services will be provided through teletherapy platforms of provider/family preference. Counseling session notes and progress monitoring will be done through the Frontline program as well as noted in a written session note or in an online data tracking system. During virtual sessions, communication with parents will occur weekly.

Speech and Language Therapy

The goal of speech and language therapy is the early identification of communication disorders and the remediation of articulation and phonological deficits, stuttering, voice disorders, and receptive and expressive language problems, which adversely affect a student's educational performance. Services are provided either individually or in small groups at a frequency rate and location established by the Committee on Special Education. In a virtual setting, Speech/Language Services will be provided through teletherapy platforms of provider/family preference. Speech/language session notes and progress monitoring will be done through the Frontline program as well as noted in a written session note or in an online data tracking system. During virtual sessions, communication with parents will occur weekly.

Occupational Therapy

Occupational therapy as a related service focuses on the functional evaluation of the student's activities of daily living skills, and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve optimal physical and cognitive functioning of the student in his or her daily life tasks. The occupational therapist assesses skill levels and, upon

receipt of an appropriate prescription, provides remediation in the areas of deficit such as postural control, motor planning, visual perceptual skills, hand skill development and sensory processing. The therapist may also provide alternative materials, environmental modifications, in-direct consultation to facilitate independence and generalization of those skills. Occupational therapy may be provided individually, in a small group, or as a consultant to the classroom teacher, based on the recommendations of the Committee on Special Education. In a virtual setting, occupational therapy will be provided through teletherapy platforms of provider/family preference. Occupational therapy session notes and progress monitoring will be done through the Frontline program as well as noted in a written session note or in an online data tracking system. During virtual sessions, communication with parents will occur weekly.

Physical Therapy

Physical therapy as a related service is, upon prescription, directed towards developing and maintaining the student's physical potential for independence in all educationally related activities. A major focus of physical therapy is to develop the student's ability to safely handle the school environment and gross motor skill development. Physical therapists address the gross motor skills of students within the educational environment. This can include orthopedic and neurological issues. Students who receive direct physical therapy typically have difficulty with loco-motor skills, balance, low muscle tone, or limited range of motion. In a virtual setting, Physical therapy will be provided through teletherapy platforms of provider/family preference. Physical therapy session notes and progress monitoring will be done through the Frontline program as well as noted in a written session note or in an online data tracking system. During virtual sessions, communication with parents will occur weekly.

Itinerant Services for the Hearing Impaired or Visually Impaired

Hearing and vision impaired services are designed to provide direct specialized instruction to students with hearing and/or visual impairments. The service provider may also provide alternative materials and environmental modifications to facilitate independence and generalization of those skills. Teacher of the Hearing Impaired provides direct service and consultation service. Direct service entails support of all general education curriculum, modification of special curriculum of a particular class, and direct instruction of auditory skills such as discrimination, auditory comprehension. Consultation service entails maintenance and troubleshooting of hearing equipment, consult with staff regarding meeting hearing needs in the classroom, consult with audiologists regarding appropriate amplification, and reinforcing advocacy skills with the student. Teachers of the Visually Impaired adapt ways of doing everyday activities and methods of participating in the school curriculum, such as reading and writing in Braille, using a low vision device, or independent living skills. These skills are often known as the expanded core curriculum. In a virtual setting, Hearing and vision impaired services will be provided through teletherapy platforms of provider/family preference.

Hearing and vision impaired session notes and progress monitoring will be done through the Frontline program as well as noted in a written session note or in an online data tracking system. During virtual sessions, communication with parents will occur weekly.

Reading as a Related Service

Reading as a related service is specially designed individualized or group instruction provided to meet the student's needs in the area of reading as recommended in the Individualized Education Program (IEP). The service may be provided in the classroom or in another educational setting structured to meet the individual needs of the student(s). In the event we have a school closure virtual learning will be on the remote learning format google classroom. Families that do not have access to technology at home, will be provided devices. The reading service is for students with intensive reading needs. Teachers will monitor progress regularly. In both virtual and in-class reading rooms, teachers will teach phonemic awareness, letter identification, reading comprehension and sight word awareness while focusing on the goals and objectives identified in each student's Individualized Education Plan (IEP).

Assistive Technology Service

Assistive technology service directly supports a student with a disability in the selection, acquisition, or use of an assistive technology device. The service provider provides environmental modifications to facilitate independence and generalization of those skills. In a virtual setting the assistive technology services will be provided to students through a virtual platform of provider/family preference.

BILINGUAL EDUCATION and WORLD LANGUAGES

English Language Learner (ELL) educators often have particularly close connections with their students; therefore, ongoing communication and meaningful partnerships with families continues to be of paramount importance to us. As we move into the start of the new school year, ELL educators will be collaborating with general educators, and others who support children in ELL, ensuring that recommendations for activities are appropriate and accessible whether they occur in-person or remotely. Boquet Valley Central School's ELL teachers will consistently connect with our English Learners (ELs), and their families. These home-school relationships are an important factor in

enabling the families in our program to make the transition to remote learning. Families that do not have access to technology at home, will be provided devices.

As we begin the 2020-2021 school year, the Students Support Services Office will continue to assist our English learners in their language acquisition and support students in developing the linguistic skills to succeed in their content classrooms through the provision of language instruction via a variety of methods, whether in-person or remotely, depending on student and family needs and circumstances. New students may need to have their English skills assessed. Parents will be contacted by the ELL service provider to set up a time for testing if needed. ELL session notes and progress monitoring will be done. During virtual sessions, communication with parents will occur weekly.

STAFFING and HUMAN RESOURCES

As schools and school districts create their plans for the 2020-21 school year, they: must ensure that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff their classrooms; can employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and should 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.

STAFFING

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. As LEAs create their plans for the 2020-2021 school year, they: must ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff their classrooms; can also employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment; should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and should consider whether their currently

approved APPR plans may need to be revised to be consistent with their plans for reopening, whether in-person, remote, or a combination of the two.

TEACHER AND PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW §3012-D/APPR)

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

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

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

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

Reopening Plan Mandatory Requirements

Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year. Being a recently merged school district, and considering that APPR is a negotiated item, Bouquet Valley Central School District is operating under two APPR plans. One plan is outlined under the Elizabethtown-Lewis Teachers Association Agreement, and the other is outlined in the Westport Education Association’s Agreement. The plans are more similar than they are different, and each plan would be conducive to an in-person, hybrid, or remote model (or any combination thereof.)

Considerations for Reopening Plans

- Each educator’s evaluation must include at least one required student performance measure (SLOs for teachers; SLOs or an input model for principals). These measures are intended to increase the quality of discussions taking place in LEAs, schools, and classrooms that focus on student growth and learning, provide clearer indications of when and how to adjust instruction to meet students’ needs, and support more targeted professional learning opportunities.
 - LEAs should review their current systems for developing and implementing student performance measures in light of their plans for teaching and learning. Doing so can help to streamline the evaluation process by reducing unnecessary paperwork or time taken away from instructional preparation.

- The assessment(s) that were chosen as the evidence of student growth in the approved APPR plan are as follows:
 - NYS Grade 4 Science Test
 - RE in US History
 - RE in ELA
 - Algebra I
- These assessment(s) are aligned with their instructional plans for the coming school year and do not result in any testing of students that is not necessary to support teaching and learning. Administrators and teachers will review the processes for setting growth targets and measuring student growth to ensure strong alignment to instructional priorities.
 - (The BYS Grade 4 Science Test was supposed to have its last edition during the 2019-20 academic school year. It is our understanding that due to the cancelation of that administration, the exam will be given in 2020-21. If this is changed, so too will our assessment list.)
 - Understanding that learning and demonstrating understanding during the COVID-19 crisis has taken on new complexities, what is locally determined to be a year's worth of growth may look different from previous years.
- The Observations/School Visits subcomponent for educators can also be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model.
 - Elements of the teacher and principal practice rubrics locally selected by the LEA should be reviewed to determine the priority areas depending on the given instructional model. Due to the flexibility of our approved plans, this is not essential to pre-determine these elements.
 - Principals will review the practice rubrics in collaboration with their educators to determine the types of evidence that could be collected and used for evaluation in each instructional model with the priority on collecting authentic evidence of practice that can be used to provide feedback and support to educators.

CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING

The following section provides information regarding certification for prospective and practicing educators as well as personnel who are involved with staffing at the school, district, and/or BOCES levels.

Reopening Plan Mandatory Requirements

Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot. The superintendent or his designee will regularly review these reports to ensure appropriate certifications are in place.

Considerations for Reopening plans

- In response to the COVID-19 crisis, a superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment. BOCES review and approve the requests for incidental teaching. At this time, and through this plan, The Boquet Valley Central School District does not foresee needing this provision for COVID-19 related reasons. (Additional information about incidental teaching is available on the [Employment Authorization webpage](#).)
- Substitute teachers may be an important resource for schools during the COVID-19 crisis and currently fall into one of the three following categories.
 - Substitute teachers **with a valid teaching certificate** can work in any capacity, for any number of days. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in an area for which they are certified.
 - Substitute teachers **without a valid certificate**, but who are **working towards certification** (taking college coursework) at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, in any number of school districts. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in the area for which they are seeking certification.
 - Substitute teachers **without a valid teaching certificate** and are not working towards certification may work for no more than 40 days in a school district or BOCES in a school year, except as described below.
 - During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district or BOCES beyond the 40-day limit, **for up to an additional 50 days** (90 days total in a school year), if the district superintendent (for BOCES's and districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component district of a BOCES) certifies that the district or BOCES, as applicable, has conducted a good faith recruitment search for a properly certified candidate and there are no available certified teachers that can perform the duties of such position. In rare circumstances, a district or BOCES may hire a substitute teacher beyond the 90 days, if a district superintendent or superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

Resources

For information about certification, please see the Office of Teaching Initiatives (OTI) website through the following link. The “Topics A-Z” and “Search Certification Requirements” web pages may be particularly helpful. Updates about certification, including changes in response to the COVID-19 crisis, are posted on the [OTI website homepage](#).

Contact Information

Prospective and practicing educators who have questions about certification, including their certificate application, can contact OTI at tcert@nysed.gov.

STUDENT TEACHING

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

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

Considerations for Reopening Plans

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

APPENDIX

- [Student Placement Request](#)
- [Student Group Calendar \(September\)](#)
- [Plan Contributors](#)
- [CLOSING MATRIX](#)
- [Reopening Plan Mandatory Assurance/Attestations](#)
- [CLOSING PLAN](#)
- [DECISION MAKING TREE](#)
- WRITTEN PROTOCOLS
 - [Daily Health Screening](#)
 - [Signs of Illness](#)
 - [Suspected Case Form](#)
 - [Temperature Screenings](#)
 - [Student or Staff with a Temperature or Symptoms/Positive Response to Questionnaire](#)
 - [Visitors, Guests, Contractors, Vendors \(Health Screening\)](#)
 - [Instruct Parents/Guardians to Observe Signs of Illness](#)
 - [Hand Hygiene](#)
 - [Respiratory Hygiene](#)
 - [Social Distancing](#)
 - [High Risk Students and Staff](#)
 - [Face Coverings](#)
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 - [Confirmed Case in District](#)
 - [Return to School Following Quarantine](#)
 - [Clean and Disinfect](#)
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