



CHAMPLAIN VALLEY EDUCATIONAL SERVICES REOPENING PLAN FOR 2020-21

REIMAGINE REUNITE RENEW



JULY 31, 2020

The 2020-21 CVES School Reopening Plan is the result of many weeks of consultation with health experts, and deliberation by CVES' educational leaders, faculty and staff. Our goal was and is to provide our students with the high-quality education that they deserve in a way that is safe, in line with NYS regulations and provides our specialized learning environment which supports strong relationships with our students and families.

All NYS reopening plans, including the CVES plan in this document, must address three possible scenarios: in-class instruction, remote instruction, or a hybrid combination of in-class and remote instruction. While we wait for a decision from the State on the direction that instruction for the 2020-21 school year will take, we must prepare for all eventualities.

Safety of our students and staff must be the first consideration in our Reopening Plan. As can be seen in our 27-page Health & Safety section, we cover issues such as training in the correct use of Personal Protective Equipment (PPE) for both staff and students, social distancing, hand washing, and more – everything you have been reading about or seeing on the Internet since March, but specifically adapted for a school setting. CVES will continue to make refinements to our reopening plan with input from our stakeholders as we move toward opening day and to continue to meet the State's and the NYS Department of Health guidelines.

CVES Administration

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District Superintendent/CEO

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Public Non-Discrimination Notice:

Clinton-Essex-Warren-Washington BOCES a/k/a/ Champlain Valley Educational Services does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding this nondiscrimination policy may be directed to:

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Champlain Valley Educational Services COVID-19 Safety Compliance Officers:

If you have a COVID-19 question(s) related to working at CVES, [please click on this question form link](#) to submit your question to one of the CVES COVID-19 Building-Level Compliance Officers. The CVES COVID-19 Safety Compliance Officers are as follows:

- District: Jeff Sisson
- WAF & Sibley: Matt Slattery and Dan Valenzuela
- CV-TEC/JWH: Michele Friedman and Adam Facteau
- Satellite Campus: James McCartney
- Administrative/District Office: Eric Bell
- ISC: Jeff Sisson and Matt Walentuk
- Yandon-Dillon (Mineville): Grace Stay
- OneWorkSource: Cathy Snow

Communication/Family and Community Engagement

Composition of the School Reopening Plan Committee

CVES BOCES formed a committee of stakeholders to formulate its initial 2020-21 School Reopening Plan. This committee includes representation from the CVES BOCES Board and its administration team (all divisions: Central Administration, Management Services, CV-TEC, Instructional Services Center, and Special Education; all campuses: Plattsburgh Main Campus, Plattsburgh Satellite Campus, Instructional Services Center, Mineville Campus, and CV-TEC's OneWorkSource Campus).

Faculty and staff members from all divisions and campuses are on the committee as are union representatives from the collective bargaining units. The CVES Medical Director and our nursing staff participated in drafting this plan. Both the Clinton County Health Department and Essex County Health Department have been consulted for all CVES health decisions regarding COVID-19 since March 2020 and they will continue to participate in our 2020-21 School Reopening Plan.

The committee has been and continues to hold regular meetings via WebEx and Teams. Sub-committees have been formed for each category to address each of the Mandatory Assurances. Our plan will be posted on the CVES website and updated as necessary throughout the month of August.

Communications Plan

Based on recommendations from the Health, Safety and Risk Management Specialist, in consultation with the Clinton County Health Department, the Essex County Health Department and aligned with NYS Education Department and NYS Department of Health guidelines, CVES BOCES has prepared and printed signage for entrances, classrooms, washrooms, meeting spaces, gyms, cafeterias, hallways and offices providing instructions on self-evaluation for entrances, mask wearing protocols, hand-washing, social distancing, and reduced room capacity.

All CVES faculty and staff who are currently working on-site have completed COVID-19 safety training, and all CVES employees will complete this training before returning to work on campus. CVES has also extended access/printing services to all its component school districts for this signage.

CVES has been posting health and safety instructions, and health resources on its website since March 2020, and will continue to update this information on an ongoing basis. Additionally, this information has been posted to the CVES Facebook pages (main page and divisional pages).

Personal Protective Equipment (PPE)/Social Distancing Training for Students

All students will be taught how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

Instructional Materials/Signage

Throughout the closure period (roughly March 18, 2020 to present) CVES BOCES has posted signage at all entrances instructing all who may wish to enter the campuses to wear a mask and to maintain social distancing. Masks, alcohol-based hand sanitizing gel, sanitizing wipes and tissues are available at all entrances. Polycarbonate barriers separating incoming traffic from first contact personnel have been installed at all entrances.

Home Languages Other Than English -Accessibility

CVES BOCES is prepared to provide all communications in the home language(s) of all students and families in our service area. Our Reopening Plan is available in print and on the website in a format that is compliant with ADA protocols for accessibility for screen readers for the visually impaired.

Health and Safety

General Practices

Employees will take the following steps to protect themselves at work:

- Only staff who have permission to be in a CVES building/facility can be in the building. Furthermore, staff that do have permission to be onsite, should only be in the building during their normal working hours. Relatives or other non-district employees are temporarily not allowed in CVES facilities
- Once on district premises, please limit travel to your assigned area and adhere to your assigned times
- Use only the main front entrance of the building unless other entrances are designated by your administrator
- Practice social distancing and personal hygiene protocols while on district premises
- Once in a CVES facility, you must always have a mask or cloth face covering in your possession. The mask or face covering must be in place before having any close contact and for the entire time you are in close contact with other person. Close contact is defined as within approximately six feet
- Employees and students are strongly encouraged to wear face coverings even when physically distant from others
- Do not go near anyone with respiratory symptoms of cough, fever, difficulty breathing, or other flu-like illness. Refer them to their supervisor (phone contact is best)
- If you start to feel sick at work during the school day, contact the nurse's office immediately and follow their instructions. If it is after hours, or if no nurse is available, contact your direct supervisor, then leave the building immediately. Your supervisor will make the necessary CVES contacts
- Stay home if sick, except to get medical care
- To the extent possible, avoid touching high-touch surfaces in public places – light switches, door handles, handrails
- Avoid handshaking, fist bumps, high fives, etc.
- Minimize handling/sharing cash, credit cards, and mobile or electronic devices when possible
- Avoid all non-essential travel
- 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% ethanol or 70% isopropyl alcohol

Maintain Social/Physical Distancing

- Practice social/physical distancing while on district premises
- Keep 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/lunchrooms, serving areas)

- Room occupancies have been modified in some cases to reduce potential contact between occupants. Modified occupancy limits will be posted in a conspicuous location. The purpose is to limit the number of people in an area and to maintain at least 20 square feet (SF) per person in a classroom (NYSED Reopening Guidelines page 49)
- In hallways, staff and students shall travel with their right shoulder close to the wall. Staff and students should not to touch the wall while walking down the hallway
- Limit in-person gatherings as much as possible and use tele- or videoconferencing whenever possible. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants.
 - Large group activities should be evaluated. 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 (within 6 feet) with other staff members, then staff must follow these precautions:
 - Wear a face covering/mask
 - Wash hands or use hand sanitizer before and after contact
 - Staff working with students should wear a face covering/mask and wash hands regularly when unexpected contact may occur
 - Ensure 6 ft. distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than 6 ft. apart from one another, personnel must wear acceptable face coverings
- Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas

Personal Responsibility

- Avoid touching eyes, nose, and mouth.
- Cough/sneeze into a tissue and dispose immediately, or cough/sneeze into the crook of your elbow, not into your hand
- Always practice personal hygiene protocols, 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

Wear and Care of Face Coverings/Masks

- Face covering/masks shall be worn by all building occupants unless precluded by medical conditions
- While on district premises, you must always have a face covering/mask in your possession
- Building Administrators will order and maintain an adequate supply of face coverings for school staff and students
- School Nurses will order and maintain an adequate supply of face coverings and PPE for CVES School Nurses' Offices
- Masks or face coverings must be worn when in hallways, restrooms, or any other public area
- Face coverings must cover your nose and mouth completely
- CVES will provide employees with an acceptable face covering at no-cost to the employee (and to students if they forget their own)
- Employees and students may wear and provide their own face covering if it fits correctly, is acceptable (construction, condition, etc.), and appropriate in nature
 - Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded
 - Disposable face covering should not be laundered but disposed of properly
 - Face covering care will be the responsibility of the employee
 - Employees may wear their own cloth face covering or face covering/mask
- CVES employees and students are strongly encouraged to wear a face covering (even when physically distant from other people)
- The face covering must be in place before having any close contact and for the entire time that 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)
- 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
- 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 after removing the mask. Be sure not to touch the outside of the mask when removing
- Employees with healthcare provider documentation stating that they are not medically able to tolerate face coverings cannot be required to do so
- Care should be given to strenuous activity and face coverings. Mask breaks should be more frequent for people engaging in aerobic job functions or activities
- Face coverings may be challenging for employees and students (especially younger students) to wear in all-day settings such as school, so CVES will encourage the scheduling “mask breaks” throughout the day
- Students with special needs or students who are medically fragile may not be able to wear a face covering, maintain social/physical distancing, or practice healthy hygiene behaviors. Transitioning these students back to school will require the planning and coordination of:
 - CVES Case Managers
 - Component school district CSE Chairperson
 - CVES school health services personnel
 - CVES Administration
- Alternate plans created in consultation with school health services personnel on how to meet the needs of the child while keeping social distancing may include:
 - Additional PPE for staff caring for such students
 - Assigning only one staff member to care for the student: and/or
 - Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting
- If parents and/or guardians choose not to send their child back to school, CVES may provide instruction remotely

Healthy Hygiene Practices

- Healthy hygiene practices will be re-taught to the entire school community. Employees, students, and persons in parental relation, will be strongly encouraged to practice healthy hand

and respiratory hygiene. CVES will post signs throughout our school buildings and regularly share healthy hygiene messages with building occupants and through CVES communications.

Signage and communication should be used to remind people to:

- Stay home if they are sick
- Adhere to social/physical distancing instructions
- Report symptoms of, or exposure to, COVID-19
- Follow hand hygiene, and cleaning and disinfecting guidelines
- Follow respiratory hygiene and cough etiquette

Hand Hygiene

- Touching of shared objects and surfaces is discouraged
- When in contact with shared objects or frequently touched areas, employees are encouraged to wash hands before and after contact
- Examples of some frequently touched areas in CVES buildings:
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchen and bathroom faucets
 - Light switches
 - Handles on equipment
 - Buttons on vending machines
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - Bus seats and handrails
- Frequently touched surfaces and objects will be cleaned and disinfected throughout the school day to further reduce the risk of germs on surfaces and objects.

Note: Computer keyboards are difficult to clean due to the spaces between keys and the sensitivity of its hardware to liquids. When shared, they may contribute to indirect transmission. Locations with community-use computer(s) will have signs displaying proper hand hygiene before and after using the computers to minimize disease transmission.

- 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
 - Always practice hand hygiene protocols, especially while on district premises

Respiratory Hygiene

- The COVID-19 virus spreads from person-to-person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.
- Tissues will be available in each room when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

Individuals at High Risk

- CVES administrators will have conversations with employees if they express concerns. Some people may be at higher risk of severe illness. This includes older adults (65 years and older) and people of any age with serious underlying medical conditions.
- Students who have family members who are in high risk groups, attend school remotely.

By using strategies that help prevent the spread of COVID-19 in the workplace, you will help protect the entire school community, including those at higher risk.

These strategies include:

- Implementing telework and other social distancing practices
- Actively encouraging employees to stay home when sick
- Promoting hand washing and healthy hygiene behaviors
- Providing supplies and appropriate Personal Protective Equipment PPE for cleaning and disinfecting workspaces
- In workplaces where it's not possible to eliminate face-to-face contact, CVES will consider assigning higher risk employees work tasks that allow them to maintain a 6-foot distance from others, to the extent practicable

Front Desk/Greeter Safety

- Use of sign-in sheets
 - Greeters will sign in and out all visitors to our building(s), thereby avoiding the use of shared writing utensils and clipboards for sign-in procedures
 - If the visitor fills out the document, sign-in pens need to be disinfected in between uses
- Drop off items to students/staff
 - By appointment only, define to the school community that items should only be dropped off if absolutely necessary
 - Avoid greeter handling of items
 - Have students/staff come to retrieve items
 - Have a bin for parents to place items and students/staff to retrieve items

- Visitor management
 - If the space is small, only allow one person in the greeter area (foyer, office)
 - Add markings to floor or sidewalk at 6-foot intervals to keep visitors socially distanced
 - Send out communication in advance of opening the building to the school community about the new procedures that are in place
 - Post signage to explain how the new procedures work
 - Visitors will be required to wear a face covering/mask upon entry to the building
- Mask offering
 - If a visitor is not wearing a face covering/mask upon entry they will be directed to put one on
 - Make face coverings/masks available to each visitor if needed
 - Do not leave containers of face coverings/masks where they would be touched or contaminated by staff or visitors
 - Display signage on how to properly wear a face covering/mask
- Temperature Monitoring for Visitors Who Appear Ill
 - School nurses may be asked to take the temperature of visitors to school property when there is reason to believe that the person may be ill
 - If someone is sneezing, coughing or appears ill, he or she may not enter the building
- Extra Supplies
 - Hand Sanitizer
 - Extra supply of face covering/masks
 - Disinfecting wipes or cleaning supplies

Engagement with Visitors

Visitors must follow the CVES screening procedure for entry into CVES facilities, the 6-foot social distancing mandate, and regulations for wearing face coverings to limit the spread of illness while on site

- Limit nonessential visitors to all school buildings, including the district office and off-campus locations such as ISC and One Work Source
- Records are to be maintained of every person, including workers and visitors, who may have close contact with other individuals at the work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.
- Do not allow outside vendors to enter the building
- Hold all parent meetings and other meetings by phone/virtual conferences to the extent practicable
- Public use of CVES facilities is not permitted until further notice
- Discontinue the use of toys, magazines, and other shared items in waiting areas
- Provide a protective barrier for reception areas
- Eliminate reception seating areas to one chair (two or more is acceptable if social/physical

distancing is possible)

- Request that visitors phone ahead from the parking lot
- Confirm the necessity of the visit
- Phone calls, e-mail, mail, or video conference should be used whenever possible

Delivery of Items to CVES Buildings

- If there is limited access/contact there is no need to trace their presence. However, a best practice approach would be to limit delivery access to our buildings as much as possible (meet the person outside).
 - Personnel with limited access/contact between buildings may be considered:
 - Maintenance personnel
 - IT personnel
 - United Parcel Service
 - Federal Express
 - Food Delivery

Communication

Communication will consider the school community (e.g. staff, families, students, vendors, community) and the needs of each audience when creating informational materials. These materials will include but are not limited to the creation of sample messages/letters for COVID-19 cases or potential cases, and instructional communications that address daily screening procedures, hand washing, and the use and care of face coverings. (Samples should be ready to go prior to the opening of buildings.) Utilize communication methods generally used by CVES to inform the school community. Information should be dispersed in a variety of platforms that could include:

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

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, through Open House's (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 related to the health of the school community 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

- Share and reinforce protocols for entrance screening for staff, visitors, and students.
- Review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick
- Encourage following new social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff can 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 CVES 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:

- Steps taken to protect the health and safety of all building occupants. This communication will include a list or table of changes from March to Now (“New Normal”). New processes and expectations going forward: daily screening procedures, visitor management, new occupancy limits, face covering guidelines, social/physical distancing, frequent hand washing, good cough/sneeze etiquette, etc.
- Updates and changes to emergency response procedures (Lockdown, etc.) to allow for social/physical distancing, face coverings
- Communication should also be provided for what hasn’t changed, like security practices, staff expectations, learning goals, etc.

Cleaning and Disinfection of School Facilities, Equipment and Grounds

- Initiatives taken by CVES to clean/disinfect the school
 - Providing staff with a list of chemicals that will be used district-wide
 - Enforcing use of only CVES-approved chemicals
 - Providing staff with cleaning supplies to use if desired
 - 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):
 - Doorknobs
 - Light switches
 - Handrails
 - Faucet handles
 - 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. Examples include:
 - CVES staff members (counselors/school psychologists)
 - [Employee Assistance Program](#)
 - County resources

Personal Property

- 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 (e.g., refillable water bottles, school supplies, cell phones, books, instruments, etc.)

Posters/Signage

At a minimum CVES will place:

- Posters throughout our buildings reminding people to wash their hands, practice healthy hygiene behaviors, social/physical distance from others, and to wear a face covering in public areas
- Posters in Restrooms reminding building occupants to wash their hands, follow adjusted Occupancy guidelines for smaller spaces, and how reduce the spread of COVID-19
- Signs on Main Entrances and exterior doors explaining the screening procedures for employees, visitors and students, the mandatory and expected behaviors once inside the building (practice healthy hygiene behaviors, social/physical distance from others, and to wear a face covering in public areas), and to stay home if you are sick

Website/Social Media:

Notices will be placed on the CVES website and social media accounts indicating changes and expectations for returning to school.

Training

At a minimum CVES will:

- Provide all required trainings in addition to COVID-19 specific trainings (Right to Know, Blood Borne Pathogens, School Safety)
- Provide training on hand washing to CVES employees and students. Offer virtual hand washing training(s) to parents and guardians
- Provide training for CVES employees and students on appropriate use of wearing, sizing, removing and disposing of PPE. Offer virtual face covering training(s) to parents and guardians
- Provide training for CVES employees, students, and parents on the CVES Daily Screening process for employees, visitors, and students

- Confirm that substitutes are willing to work and that they are trained, in advance, on new policies/procedures and protocols

Daily Screening Process for Employees/Visitors and Employees Returning to Work After Diagnosis with COVID-19

- CVES is actively analyzing shift times to prevent overcrowding at entrances and exits, and the total number of employees on campus at one time
- CVES will utilize self-reporting as the way to track and document

Procedure for Employees Before They Get to Work

Do not come to work 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
- Within the last 14 days, you have traveled internationally or to a state(s) with significant community spread of COVID-19
- Notify your immediate supervisor immediately (follow CVES protocol)

If you feel sick while at work:

- If you start to feel sick when at a building, contact the school nurse during the school day, and follow their instructions
- If after hours, or if no nurse is available, contact your direct supervisor and leave the building immediately. Your supervisor will make the necessary CVES contacts
- Contact your physician or other healthcare provider to discuss your medical condition

Daily Screening and Posting of Signage Prior to Entering the Building

In order to maintain a healthy workplace, and in accordance with NYSDOH guidelines, CVES is implementing a health screening assessment for all employees and visitors.

- Employees and visitors are now required to attest to the following four statements each time they enter a CVES building:
 1. *I am feeling healthy and well today (I do not have: a fever over 100°, chills, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea)*

2. *Within the last 14 days, I have not tested positive for COVID-19 nor have I been diagnosed as COVID-19 positive by a healthcare provider*
 3. *Within the last 14 days, I have not been in close contact with anyone who has a confirmed or suspected case of COVID-19*
 4. *Within the last 14 days, I have not traveled internationally or to a state(s) with significant community spread of COVID-19*
- Employees confirm these statements are true by swiping their identification badge to gain access into the building
 - In the event you are coming into the building at the same time as someone else, please wait and let the door close, so you can swipe your identification badge as well
 - If the person cannot answer “true” to all the questions, the employee/visitor is not allowed to enter and should be directed to contact their direct supervisor and their healthcare professional.
 - Exterior doors to each campus will be locked. Staff will be required to swipe into the building every time they enter (excluding ISC).
 - At ISC, staff will be required to check in and out when they enter and exit the building. Signs will be posted on the door and staff must read the posting and attest to it prior to entrance.

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.

Temperature Readings

- NYSDOH temperature threshold of 100.0°F will be used in all CVES facilities.

CVES Screening Log (for employees with no swipe access):

Screening Name: _____

Job title: _____

Reviewed by: _____

Date of Review: _____

Sample Log:

Name (Employee ID)	Date	Time	Screening Questions Answered? (Y/N)	Allow access into building? (Y/N)

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

If an employee's body temperature is at or above 100°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 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.)

Positive/Suspect Cases of COVID-19

Understand that no one with symptoms associated with COVID-19 not explained by a chronic health condition should be present at the workplace. Employees should inform their supervisor, prior to coming to the workplace.

CVES will follow NYSDOH and Local DOH guidance.

- Information will be provided to the employee if they are sent home
 - Healthcare locations and testing resources
- Notification to Local DOH of where contact may have occurred between people
- Local DOH will want to know where positive cases are located (communicate with local DOH to ensure possible shared cases are reported to different counties and jurisdictions)

Management of Ill Persons

- Staff with symptoms of illness must be sent to the health office. Ideally a school nurse should assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.
- If a school nurse is not available, CVES will isolate and dismiss any staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.

The CDC and NYSDOH recommend:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.

- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.
- If a separate room is not available, keep at least a 6-foot distance between ill students and other persons. A facemask (e.g., cloth or surgical mask) must be provided to the ill person, if they can tolerate wearing it and does not cause difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home.

It is recommended that:

- Symptomatic staff members follow CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health. If the staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19;

Return to School after Illness

- CVES will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:
 - Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
 - If they have been diagnosed with another condition and has a healthcare provider written note stating that they are clear to return to school. If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
 - It has been at least ten days since the individual first had symptoms
 - It has been at least three days since the individual has had a fever (without using fever reducing medicine) and
 - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath
- The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).

- CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Close Contact with an Infected Person

Employees may have been exposed if they are within approximately 6 feet of a person with COVID-19 for a prolonged period of time (15 minutes):

- Potentially exposed employees who have symptoms of COVID-19 should quarantine and follow local health department guidance and [CDC recommended steps](#)
- Potentially exposed employees, or a close contact of an infected person who does not have symptoms, should remain at home or in a comparable setting and quarantine for 14 days

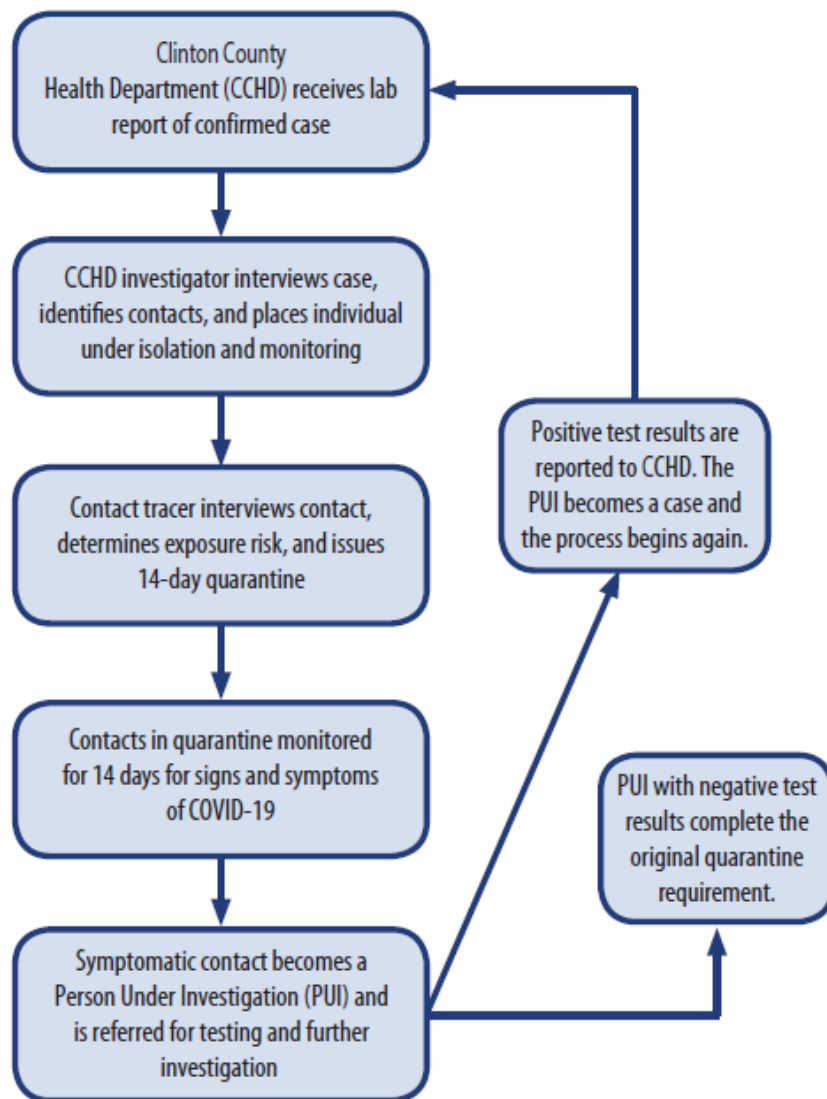
All other employees should self-monitor for symptoms such as fever, cough, or shortness of breath. If they develop symptoms, they should notify their supervisor and stay home.

When an employee tests positive

In most cases, the entire facility will not need to shut down. Specific areas used for prolonged periods of time by the sick person will be closed then:

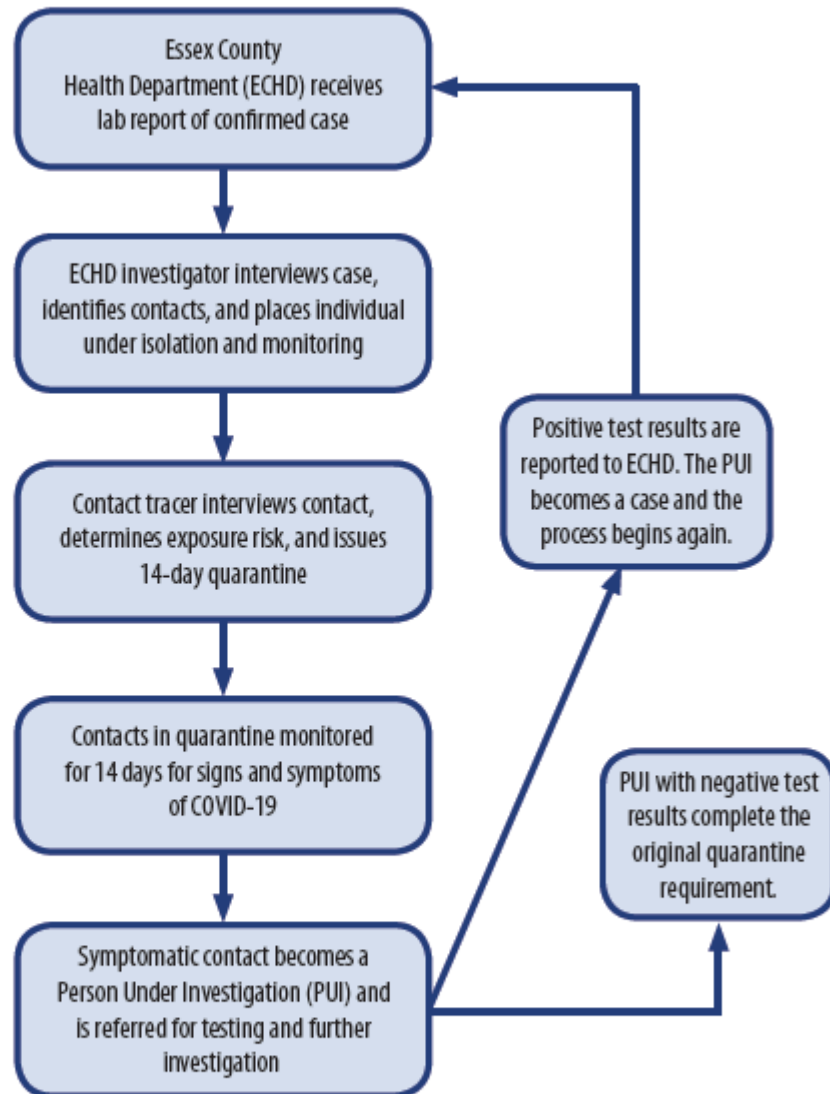
- Wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible
- During this waiting period, if practicable, open outside doors and windows to increase air circulation in these areas
- The notification of a positive case should come from the local Department of Health. Follow their recommendations for contact tracing, isolation, quarantine and potential closure if different than the above information

CLINTON COUNTY HEALTH DEPARTMENT/SCHOOLS Lab-Confirmed COVID-19 Case & Contact Flow



****School administration, school health staff, and student support services provide CCHD with information and assistance with investigations upon request****

ESSEX COUNTY HEALTH DEPARTMENT/SCHOOLS Lab-Confirmed COVID-19 Case & Contact Flow



*****School administration, school health staff, and student support services provide ECHD with information and assistance with investigations upon request*****



HEALTH
DEPARTMENT
Public Health Unit

518.873.3500

www.co.essex.ny.us/health

www.facebook.com/EssexCountyPublicHealth

August 14, 2020

Daily Screening Process for Students and Students Returning to School After Diagnosis with COVID-19

General Practices:

Parents and guardians must be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and students must be instructed that any student with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus may not enter a CVES facility.

- CVES may screen students who are unable to tolerate face coverings and self-isolation in an Isolation Room prior to entering CVES facilities
- CVES will have parents/guardian(s) self-monitor symptoms, answer screening questions, and/or monitor student temperatures
- Best Practice is to have this process completed outside in the form of a drive-through screening. If drive-through is not feasible; screening should be done at the entrance of the buildings. Students should maintain social distancing and use hand sanitizer before waiting in line
- If taking temperatures prior to entering school buildings/property (buses)
 - Create corridors (outside, but preferably covered) where students can enter the facility through a temperature-checking line
 - Have multiple such lines and entrances if possible, to reduce crowding
 - Consider placing markings (whether in tape or otherwise) on the ground in the corridor to demarcate six (6)-foot lengths to provide for greater social distancing by employees while in line

Do Not Come to School 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
- Notify district administration, building principal and/or attendance office

Daily Screening and Posting of Signage Prior to Entering the Building (if not providing screening in advance)

Students are now required to attest to the following four statements each time they enter a CVES building:

1. *I am feeling healthy and well today (I do not have: a fever over 100°, chills, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea)*
2. *Within the last 14 days, I have not tested positive for COVID-19 nor have I been diagnosed as COVID-19 positive by a healthcare provider*
3. *Within the last 14 days, I have not been in close contact with anyone who has a confirmed or suspected case of COVID-19*

4. *Within the last 14 days, I have not traveled internationally or to a state(s) with significant community spread of COVID-19*

If the student cannot answer “true” to all the questions, the student is not allowed to enter and should be directed to follow the absentee protocol for their building and contact their health care professional.

- If the answer is “true”, students can enter the building and be provided a face covering if the student does not have one. The student will be asked to wash their hands prior to reporting to their designated class/area.
- Assessment responses will be reviewed every day and documented.

Refusing to Comply with Screening Procedures

If the student refuses to answer the screening questions, they will not be allowed to enter the building.

Temperature Readings

CVES is utilizing the NYSDOH recommended temperature of 100.° F.

Student Screening Log (if applicable):

Screener Name: _____

Job title: _____

Reviewed by: _____

Date of Review: _____

Sample Log:

Student Name	Date	Time	Screening Questions Answered? (Y/N)	Allow access into building? (Y/N)

If a students’ body temperature is at or above 100°, Contact the school nurse. After evaluation, the student must be sent home immediately and the following information noted:

- 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.

Positive/Suspect Cases of COVID-19

Anyone exhibiting symptoms associated with COVID-19 not explained by a chronic health condition should not be present in a CVES facility.

Please follow NYSDOH and Local DOH guidance.

- Information should be provided to the student if they are sent home
 - NYSDOH COVID-19 Fact Sheet
 - Healthcare locations and testing resources
- Notification to Local DOH of where contact may have occurred between people
- Local DOH will want to know where positive cases are located (different county communication)

Management of Ill Persons

- Students and staff with symptoms of illness must be sent to the health office. Ideally a school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.
- If a school nurse is not available, schools will have to isolate and dismiss any student who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.
- Administrators should work collaboratively with school nurses to determine if additional staff is needed to assist with non-nursing tasks such as:
 - Student supervision;
 - Telephone calls, text, or emails to parent/guardians; and
 - Assistance with completing any required paperwork other than nursing documentation.

If Students become Ill with Symptoms of COVID-19 at School

- CVES will follow Education Law § 906, which provides whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. A school nurse shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon the direction or referral of such director, may make such evaluations of students and school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.
- CVES staff must immediately report any illness of students to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA, and Education Law 2-d.
- If nurses choose to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements should be made to have students wait at least 6 feet apart.

Ideally schools should have two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies.

- School nurses and other school health professionals assessing or providing care to ill students and staff should follow the CDC's [Transmission-based precautions](#) which includes the use of appropriate PPE (see section on PPE).
- Isolation Room(s) will have a window to the hallway or a vision panel in the door for staff to monitor without entering
- CVES will dismiss any student who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with their health care provider.
- CVES will dismiss any student who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow-up with their health care provider.
- Students suspected of having COVID-19 awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet
- The following information will be collected:
 - Date the student was sent home: _____
 - Are visible signs of respiratory illness present? ____ Yes ____ No
- Staff will escort the ill student outside to the person picking them up from school
 - Determine who is the most appropriate person to pick up the student based on the epidemic (consider age and health conditions)
- CVES will adhere to the following CDC and NYSDOH recommendations:
 - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - Opening outside doors and windows to increase air circulation in the area.
 - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
 - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
 - Refer to DOH's "[Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)" for information on "close and proximate" contacts.

- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.
- If a separate room is not available, keep at least a 6-foot distance between ill students and other persons. A facemask (e.g., cloth or surgical mask) must be provided to the ill person if they can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home.
- The parent or guardian WILL be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;
- Symptomatic students should follow CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health. If the student has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19;
- CVES staff will be made aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19 which is a serious condition associated with COVID-19 in children and youth
- The school nurse will notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:
 - Fever
 - Abdominal pain
 - Vomiting
 - Diarrhea
 - Neck pain
 - Rash
 - Bloodshot eyes
 - Feeling extra tired

Return to School after Illness

- Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:
 - Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours
 - If they have been diagnosed with another condition and has a healthcare provider written note stating, they are clear to return to school
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
 - It has been at least ten days since the individual first had symptoms

- It has been at least three days since the individual has had a fever (without using fever reducing medicine) and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath
- The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).
- CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.
- 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.

All other students should self-monitor for symptoms such as fever, cough, or shortness of breath. If they develop symptoms, they should notify their supervisor and stay home.

Close Contact with an Infected Person

Students may have been exposed if they are within approximately 6 feet of a person with COVID-19 for a prolonged period (15 minutes):

- Potentially exposed employees who have symptoms of COVID-19 should quarantine and follow local health department guidance and [CDC recommended steps](#)
- Potentially exposed student(s), or a close contact of an infected person who does not have symptoms, should remain at home or in a comparable setting and quarantine for 14 days

All other students/parents/guardians should monitor for symptoms such as fever, cough, or shortness of breath. If they develop symptoms, parents/guardians should notify and follow school policy for attendance, alert that there are COVID-like symptoms and stay home.

When a Student Tests Positive:

In most cases, the entire facility will not need to shut down. But do close off any areas used for prolonged periods of time by the sick person:

- Wait 24 hours before cleaning and disinfecting to minimize potential for other employees/students being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible
- During this waiting period, if practicable, open outside doors and windows to increase air circulation in these areas

- The notification of a positive case should come from the local Department of Health. Follow their recommendations for contact tracing, isolation, quarantine and potential closure if different than the above information

Definitions

Quarantine - Quarantine is used to keep someone who might have been *exposed* to COVID-19 away from others. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

Isolation - Isolation is used to separate people infected with the virus (those who are *sick* with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation should stay home until [it's safe for them to be around others](#). In the home, anyone sick or infected should separate themselves from others by staying in a specific “sick room” or area and using a separate bathroom (if available).

Social/Physical Distancing - Social distancing, also called “physical distancing,” means keeping space between yourself and other people. To practice social or physical distancing: Stay at least 6 feet from other people.

Closure Considerations

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 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 Reopening) 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 re-open 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

Contact Tracing

The **Clinton County Health Department (CCHD) & Essex County Health Department (ECHD)** will conduct case investigation and contact tracing for individuals with a confirmed diagnosis of Covid-19. Contact tracing is part of the case investigation and is a process to identify, monitor, and support individuals who may have been exposed to a person with COVID-19.

- **CCHD & ECHD** staff will:
 - Issue a health department Order of Isolation to all lab confirmed positive cases and monitor cases per existing guidelines - minimum 10 day isolation from either symptom onset (symptomatic individuals) or first positive test (asymptomatic individuals).
 - Identify potential contacts through interview of the person with COVID-19 (or parent/guardian).
 - The positive person (or parent/guardian for children) is interviewed by **CCHD & ECHD** staff, who elicit information about the person's illness, determine when they may have become infectious and determine other people who might have been exposed.
 - The potentially exposed individuals (or parents/guardians) are then interviewed and persons who are determined to be close contacts are issued health Orders of Quarantine for 14 days from the date of last exposure.
 - For both cases and close contacts, public health staff will monitor their health status and compliance with disease control measures.

- All cases and contacts will be linked to testing, treatment, or other resources, as needed and appropriate.
 - Any contact who becomes symptomatic will be referred for testing and if positive will be converted to a case, where the initial process will start over again.
- **CVES** staff will:
 - Provide all necessary tracking information that will help narrow the scope of the investigation to include only the individuals that meet the pre-defined criteria of a contact.
 - Participate in interviews conducted by **CCHD & ECHD**.
 - Align return to school policies for COVID-19 cases and contacts with CCHD & ECHD isolation and quarantine time frames and release documentation.
- CVES has appointed two administrators, Eric Bell Assistant Superintendent of Management Services and Teri Calabrese-Gray Assistant Superintendent of Curriculum & 21st Century Learning, to assist our local public health departments in knowing who may have had contact at school with a confirmed case by:
 - Keeping accurate attendance records of students and staff members
 - Ensuring student schedules are up to date
 - Keeping a log of any visitors which includes date, time and where in the school they visited
 - Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program. This does not mean schools are required to have staff members take the contract tracing program. Questions should be directed to the local health department
 - Confidentiality must be maintained as required by federal and state laws and regulations
 - School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health

****As per the local department of health school districts are not expected to conduct contact tracing activities or make final determinations on potential exposures. They will work with CCHD and ECHD to ensure a prompt and thorough investigation for all scenarios where COVID-19 is confirmed or suspected. All existing protocols for the mitigation of communicable disease apply****

Special Considerations

Face Covering/Mask Break(s)

Face covering/mask break(s) will be scheduled throughout the day. Social/physical distancing **must** be maintained throughout the break.

Construction projects

- The CVES Construction Manager will oversee the Construction Worker daily screening program CVES will obtain a copy of submission and affirmation that was provided to NYS.

- Construction workers must wear face coverings or masks at all times when not able to physically distance. If one construction worker tests positive for COVID-19 then it is likely their co-workers will be quarantined for 14 days. This can drastically affect the project timeline and coordination with other subcontractors, as well as the final project cost.
- The CVES Construction Manager will keep a daily log of all construction workers that enter CVES building(s); name, date, time in, time out. Swipe cards may also be used. This can be used for contact tracing if/when a person tests positive.

Hallways

- Walk on the right side with your right shoulder toward the wall.
- Where lines may form place floor markings every 6 feet.

Break rooms:

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

Training

NYS requires employers to train all personnel on new protocols and to frequently communicate safety guidelines. Train all personnel on the precautions listed below either remotely or in person. Use appropriate social distancing and require face coverings for all participants if training is conducted in person. Training material should be easy to understand and available in the appropriate language and literacy level for all workers.

- Proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use
- Prevention of disease spread by staying home when they are sick
- Proper respiratory etiquette, including covering coughs and sneezes

- Train employees to not use communal objects. If communal objects must be used provide information on proper disinfection procedures between use. Examples of communal objects include (but are not limited to): other workers' phones, desks, offices, computers or other devices, other work tools and equipment
- Provide workers with up-to-date education and training on COVID-19 risk factors and protective behaviors (i.e., cough etiquette and care of PPE)

Training for Screeners

Screeners should be trained by employer identified individuals familiar with CDC, DOH, and OSHA protocols and wear appropriate employer-provided PPE, including, at a minimum, a face covering.

Training topics for all staff and substitutes (but are not limited to)

- Proper hand washing
 - [Hand washing video](#) (1:26)
- Proper cough & sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks
- Operating procedures (various)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pickup
 - Staff who are sick or suspected to be sickness
- Proper cleaning techniques
- Hazard Communication – Right-To-Know
 - Proper use of chemicals
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update Hazard Assessment & Personal Protective Equipment PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE including in the context of their current and potential duties

- Use of face coverings (Donning/Doffing) (Cloth vs. Surgical) Send fact sheets home with students that provide similar education for parents
- Respirator Protection (N95) (required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only
- Mental Health Training (optional trainings)
 - Crisis identification
 - Mental health and wellbeing
 - Coping techniques
 - Mindfulness and empathy
 - Loss/sicknesses of parents, grandparents, friends, school members etc.

Emergency Response Protocols & Drills - COVID-19 Adapted (Evacuation Drills & Lockdown Drills)

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

Emergency Response Protocols:

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

Shelter-In-Place

CVES will identify areas that will be used for the Shelter-in-Place. Shelter-In-Place protocols will follow the same format with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Face coverings will be required throughout the event. If the event lasts for an extended period of time, the staff member can set-up a mask break schedule for participants
- If 6 feet between staff and students cannot be achieved, face coverings must be worn throughout the event
- Extra face coverings should be on hand in case a person does not have one
- Listen for updates and respond accordingly

Hold-In-Place

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

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Face coverings will be required throughout the event. If the event lasts for an extended period of time, the staff member can set-up a mask break schedule for participants
- If 6 feet between people cannot be achieved, face coverings must be worn throughout the event
- Extra face coverings should be on hand in case a person does not have one
- Listen for updates and respond accordingly

Evacuate

Evacuation protocols will be the same with some minor adjustments:

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

Lockout

Lockout protocols will be the same, besides the use of face coverings and maintaining 6 feet of space and between students and staff in the area

Lockdown

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

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings must be worn throughout the event. If the event lasts for an extended period of time, the staff member can very quietly set-up a mask break schedule for participants
- Extra face coverings should be on hand in case a person does not have one

- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Facilities

Cleaning & Disinfecting

When cleaning and disinfecting, employees should always wear Personal Protective Equipment PPE appropriate for the chemicals being used. Additional PPE may be needed based on an area of the building and the product used.

Follow CDC cleaning and disinfection recommendations. A copy can be found at:

https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf

Students should not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities, unless part of Work Experience or Career & Technical (CTE) curricula.

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

CVES must identify cleaning and disinfection frequency for each facility and area type; and CVES must maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area. 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, bottle filling stations) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon.

Protocols:

- Ensure safe and correct application of disinfectants ensuring adequate contact times
- Students should not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities unless part of CTE or work experience curricula.
- 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 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

Frequently touched surfaces in common areas shall be cleaned and disinfected at least daily. Examples include (but are not limited to):

- Doorknobs
- Light switches
- Tables

- Countertops
- Desks
- Phones
- Restrooms
- Handrails
- Faucet handles

For frequently touched electronic devices it is recommended that hand sanitizing stations are provided with directions to sanitize hands before and after use of the device. Examples include (but are not limited to):

- Touch screens
- Copier controls
- Keyboard & mouse

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, bottle filling stations) 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
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keeping the surface wet for the entire contact/dwell time (see product label)
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product
- Diluted bleach solutions may also be used if appropriate for the surface
 - 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, bottle filling stations) and shared objects (toys, games, art supplies) between uses. Consider scheduling 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

Suggested Cleanliness and Disinfection Standards

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

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 counter tops
- 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

- Clean and disinfect high touch surfaces (but not limited to):
 - Bottle filling stations
 - 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 counter tops
- 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 counter tops
- 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)

Playgrounds

- Playgrounds should be cleaned per CDC guidance:
 - outdoor areas, like playgrounds in schools generally require normal routine cleaning, but do not require disinfection
 - do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public
 - high touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely
 - cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended

Shared Athletic/Gym Equipment

- Shared athletic/gym equipment (e.g., balls, protective gear) should be cleaned between use per manufacturer's directions
- OT/PT equipment should be cleaned between use per manufacturer's directions
- Shared use of equipment should be limited to the extent possible

Exterior Doors

Ensure that proper signage is posted on exterior doors to inform building occupants and visitors of what needs to be considered prior to coming into the building. This shall include a health screening, face mask requirements, phone number for visitors to use for health screening questions, etc.

Fire Code Compliance

Maintain buildings according to all codes established from NYS & NYSED

- Do not block egress paths with screening stations, barriers or other items
- Maintain at least 36" aisles between desks
- Maintain at least 8' clear width in hallways
- Only install products that are fire retardant or fireproof

Hand Dryers in Restrooms

Powered air hand dryers in restrooms can atomize moisture from the surface of hands which can carry viruses and germs, making them more easily inhaled into the lungs. If possible, hand dryers will be taken out of service and replaced with paper towel dispensers.

HVAC System

- A schedule for cleaning and/or replacing HVAC filters will be kept by the Director of Facilities
- Dampers on unit ventilators in rooms will be open to allow for maximum amount of fresh air in classrooms and other occupied spaces, weather permitting.
- Building ventilation systems will be evaluated and adjusted to run according to optimal manufacturer recommendations.
- Occupied areas shall be provided with mechanical ventilation of at least 15 cfm per occupant of outside air during periods of occupancy
- Ventilation and air filtering capacity may be increased, within design parameters, as needed.
- Verify that systems can handle changes such as:
 - An increase in MERV filter ratings
 - Switch to HEPA filters
 - Switching operating schedules to meet needs of the space

*It is planned for buildings to run HVAC systems in occupied mode, in all areas, for a week prior to employees returning to the building.

HVAC Information

Filters consist of media with porous structures of fibers or stretched membrane material to remove particles from airstreams. Some filters have a static electrical charge applied to the media to increase particle removal. The fraction of particles removed from air passing through a filter is termed “filter efficiency” and is provided by the Minimum Efficiency Reporting Value (MERV) under standard conditions.

- MERV ranges from 1 to 16; higher MERV = higher efficiency
- MERV ≥ 13 (or ISO ePM1) are efficient at capturing airborne viruses
- MERV 14 (or ISO equivalent) filters are preferred
- High efficiency particulate air (HEPA) filters are more efficient than MERV 16 filters.

Increased filter efficiency generally results in increased pressure drop through the filter. CVES will ensure HVAC systems can handle filter upgrades without negative impacts to pressure differentials and/or air flow rates prior to changing filters.

Overall effectiveness of reducing particle concentrations depends on several factors:

- Filter efficiency
- Airflow rate through the filter
- Size of the particles
- Location of the filter in the HVAC system or room air cleaner

HVAC Servicing

For HVAC systems suspected to be contaminated with SARS-CoV-2, it is not necessary to suspend HVAC system maintenance, including filter changes, but additional safety precautions should be taken. The risks associated with handling filters contaminated with coronaviruses in ventilation systems under field-use conditions have not been evaluated. Workers performing maintenance and/or replacing filters on any ventilation system with the potential for viral contamination should wear appropriate Personal Protective Equipment PPE:

- A properly fitted respirator (N95 or higher)
- Eye protection (safety glasses, goggles or face shield)
- Disposable gloves

Some things to remember include:

- Consider letting the filter load up further than usual to reduce frequency of filter changes
- Don't let pressure drop increase enough to disrupt room pressure differentials
- Confirm filters remain snug in their frames

When feasible, filters can be disinfected with a 10% bleach solution or another appropriate disinfectant, approved for use against SARS-CoV-2, before removal. Filters (disinfected or not) can be bagged and disposed of in regular trash.

When maintenance tasks are completed, maintenance personnel should immediately wash their hands with soap and water or use an alcohol-based hand sanitizer.

Water Systems

The building water distribution system and all outlets shall be flushed for at least 10 minutes before buildings are reoccupied.

Bubblers/Drinking Fountains

CVES is planning for having a bottle filler location in each building.

Capital Project

- Verify construction workers will be screened daily. Verify COVID-19 safety plans have been received and reviewed by construction management firm.
- Construction workers shall wear face covering/masks at all times when not able to social distance.
- Keep a daily log of all persons entering the building; name, date, time in, time out. Swipe cards may also be used. This can be used for contact tracing if/when a person tests positive.
- Construction workers in the building after school hours (2nd shift work) will be required to notify the director of facilities the area of the building they will be working in. Their access shall be limited to that area of the building only so proper disinfecting can happen when they are done working and prior to school starting in the morning.

Hallways

- Depending on the configuration of individual buildings and occupancy the following may be utilized in the hallways:
 - Walk on the right side with your right shoulder toward the wall.
 - Where lines may form place floor markings every 6 feet.

General Office Area

- Reduce tasks requiring large amounts of people to be in one area
- Staff should not linger or socialize in common areas
- Eliminate reception seating areas and request that visitors phone ahead or install a plastic partition at the reception area
- Review floor plans and remove or reconfigure seats, furniture and workstations as needed to preserve recommended physical distancing in accordance with 6 ft. guidelines
- Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas.
- Employees strongly encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, should be held in open, well-ventilated spaces with appropriate social distancing among participants

- Staff members are strongly encouraged to wear face coverings in all meetings, even if 6 ft. social distancing is maintained
- Designated areas for pick-ups and deliveries shall be established, limiting contact to the extent possible.
- Hand hygiene stations for personnel will be provided and maintained, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer for areas where handwashing is not feasible.
- Employees are asked tidy and clean their personal workspace at the end of each workday to assist in disinfection activities

Breakrooms:

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

Copier Rooms/Areas

- Small spaces (i.e.: copy rooms, mail rooms, etc.) will be occupied by only one individual at a time
- Congregating in copier rooms/areas is strongly discouraged

Security Cameras and Software

Verify that cameras are operational, they will be useful if we have to track the movement of an individual through a building that is suspected to have or has the COVID-19 virus.

Delivery of Items to District Buildings

- If there is limited access/contact there is no need to trace their presence
 - Personnel with limited access/contact between buildings may be considered:
 - Maintenance personnel
 - IT personnel
 - Teachers
 - Administrators

- Support Staff
 - UPS/USPS/FEDEX: Do not need to track, required to have masks on. Should be dropping delivery and leaving immediately.
 - Food Delivery- for staff ordering food delivered to the facility, they should meet the delivery driver outside the building so they are not entering the facility.

COVID-19 Safety Compliance Officers:

If you have a COVID-19 question(s) related to working at CVES, please e-mail the question to one of the CVES COVID-19 Building-Level Compliance Officers. The CVES COVID-19 Safety Compliance Officers are as follows:

- District: Jeff Sisson
- WAF & Sibley: Matt Slattery and Dan Valenzuela
- CV-TEC/JWH: Michele Friedman and Adam Facticeau
- Satellite Campus: James McCartney
- Administrative/District Office: Eric Bell
- ISC: Jeff Sisson and Matt Walentuk
- Yandon-Dillon (Mineville): Grace Stay
- OneWorkSource: Cathy Snow

Building Code & Compliance with Guidance

CVES will follow NYS building code requirements and coordinate with the Office of Facilities Planning as required by NYSED, NYSDOH, & NYSDOL guidance.

Child Nutrition

CVES understands the importance and significance in providing nutritious meals for all our students. As always, breakfast and lunch will be available for all students regardless of models used. We will comply with all Child Nutrition Plan guidelines.

Modes of Operation:

Four models will be used in preparation of meal delivery for students:

1. Classroom Service/Classroom Dining
2. Cafeteria Service/Classroom Dining
3. Take home meals
4. Remote food service - *CVES will collaborate with its component districts regarding the best method to achieve this for their students.*

Meals Onsite:

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

This year, all students will sign up for breakfast and lunch in the morning with their first teacher and meals will be catered to them in their classrooms.

Cafeterias and other congregate spaces will have limited usage. Majority of students will eat in classrooms. In addition, students will have limited access to microwaves or vending machines. Students will be encouraged to perform hand hygiene before and after meals. The sharing of food/beverages will be prohibited.

Breakfast

- Meal Selection: Students will choose their meals in advance and submit to the cafeteria the day prior.
- Mealtime: Meals will be delivered to classrooms.

Lunch

- Meal Selection: Students will choose their meals in advance and submit in the morning.
- Mealtime: Classrooms will be on a rotating schedule to utilize the cafeteria to eat and/or to remain in the classroom. Students will be limited to 2 students per table in the cafeteria plus a staff member.

Meals Offsite/Remote:

CVES will provide meals to families who are in need of healthy breakfasts and lunches for their students during school closure or during remote learning, including those experiencing food hardship.

Health and Safety Guidelines:

CVES has prepared the following safety measures to ensure successful food delivery to all students.

- **Required Personal Protective Equipment PPE**
 - Gloves
 - Face Covering/Mask
 - Face Shield
- **Cafeteria**
 - Post signs on how to stop the spread of COVID-19, properly wash hands, promote protective measures, and properly wear face coverings
 - Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60% alcohol, tissues, wipes and no-touch trash cans
 - Ensure adequate PPE is available
 - Shorten and /or stagger mealtimes
 - Serve food in alternate locations (classrooms) for breakfast and/or lunch
 - Avoid sharing of foods and utensils
- **Food Service Staff**
 - Will conduct daily health screenings prior to entering buildings
 - Maintain social distancing as much as possible
 - Wear cloth face coverings at all times during food prep and in serving area
 - Use all chemical cleaners and disinfectants according to the manufacturer's recommended instructions
 - Wear all required PPE when cleaning and using chemicals
 - Follow US CDC Guidelines for Cleaning and Disinfecting Your Facility
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
 - 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.
- **Supervisor**
 - Create weekly/bi-weekly plans per guidance
 - Inventory necessary material and supply chain for cleaning, disinfecting, and preventing spread of disease
 - Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and PPE
- **Cleaning/Disinfecting Protocols**
 - Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques
 - Ensure safe and correct application of disinfectants and keep products away from children

- Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC guidelines and all high touch surfaces are routinely cleaned and disinfected. Staff will maintain logs that include the date, time, and scope of cleaning
- 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
- Use EPA-registered disinfectant. Follow the instructions on the label
- **Food Preparation Areas and Contact Surfaces**
 - If possible, minimize shared workspaces
 - Consider dedicating employees to certain task, at separate workstations
 - Place adhesive floor mats at entrances and at entrances of food prep areas
 - Cover any exposed clean silverware, dishes, glasses, pots and pans
- **Other factors to minimize exposure**
 - Prevent people from self-serving food items
 - Eating utensils and napkins will be provided directly by staff
 - Plan to serve high-risk students separately from other students
 - Put tape marks on the floor six feet apart to promote social distancing while waiting in line
 - Prohibit food sharing activities
 - No shared condiments
 - Food delivery on carts to classroom
 - Continue the use of adequate PPE use while delivering food
 - Cash will not be accepted, pre-payment or payment online only

Protocols & Procedures:

- CVES 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>
- CVES 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
 - Signage will be used to enforce handwashing protocols and procedures.
 - Reference guidelines under Health & Safety
 - CVES School Food Authority (SFA) will implement protocols that describe communication with families through multiple means in the languages spoken by families, when applicable
 - CVES SFA will ensure students must social distance (six feet apart separation) while consuming meals in school unless a physical barrier is provided
 - CVES will post appropriate signage for healthy hygiene practices and will provide visual aids such as tape on the floor to illustrate appropriate spacing to support social distancing

Child Nutrition Program Guidelines

- CVES SFA will continue to provide delicious and nutritious meals that will meet meal pattern requirements. Production records and meal counting procedures will be completed daily. In addition to offer vs serve will be adhered to at all times.
 - Monthly food menus will be distributed to all families.
 - CVES SFA will utilize state or nationwide waivers, will update school policies, standard operating procedures and trainings to ensure compliance with Child Nutrition Program requirements.
 - CVES SFA will continue to follow policies to communicate about school meal service, eligibility, options and any changes in operations.

Community Eligibility Program: National School Lunch Program-USDA

- CVES SFA is part of the Community Eligibility Program and will continue to offer free meals to all of its students.
- CVES 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.
 - Will provide link to website for families to access Monthly menu and any additional nutrition information.
- CVES 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, CVES 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.
- CVES SFA will provide multiple opportunities for families to complete meal benefit applications.
- CVES 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.
- CVES SFA will make applications available online and at the front office of each school site and online.
- CVES SFA will provide phone and in-person support to assist families in applying.

Communication (Family and Community Engagement)

- CVES SFA will develop program-specific information that details program activities that affect families such as:
 - availability of meals
 - payment methods
 - A la carte sales
 - outside food brought into the building, and
 - restrictions on visitors during the meal service

Transportation

CVES does *not* provide AM and PM bus transportation to and from home and school. Home/school transportation is provided by the student's home districts. Contract carriers may be utilized in special situations. When appropriate, CVES will transport students to job, community worksites, and occasional field trips, via our own bus and van. CVES assures that all buses, vans, and contract buses used to transport students to work sites and occasional field trips, when allowed, will be disinfected before and after usage. However, when allowed, portal to portal transportation to work sites will require high contact spots to be wiped down between runs. When transporting students to worksites, transportation staff will be expected to wash their hands with soap and water after wiping down high contact spots. This will increase the time and work expectations of the bus driver/monitor/ and attendants.

Safe Environment

To ensure a safe environment, all CVES transportation staff will conduct a self-health assessment before arriving to work. Staff will be required to answer a series of screening questions related to the signs and symptoms of COVID-19. A temperature check will be taken before admission to the buildings. Entry will occur by electronic badge so that tracing can occur.

Hand Sanitizer

Guidance about the availability of hand sanitizer on the bus/van is clear. The CVES bus and van will be equipped with signage prohibiting bottles of hand sanitizer. Visible signage onboard the vehicles will clearly prohibit the carrying of personal hand sanitizer on school buses. Moreover, drivers and attendants will receive training of the potential liability of onboard hand sanitizer to ensure that it is not allowed on the bus. Additionally, all CVES staff operating, monitoring, or attending on buses will receive training from our Health, Safety, and Risk Management Specialist prior to the opening of school on the availability and requirement for hand sanitizers in areas of offices and break rooms. All staff will be provided with direct access to hand sanitizer.

Face Covering

All CVES staff operating, monitoring, or attending on buses will receive training from our Health, Safety, and Risk Management Specialist prior to the opening of school. The CVES bus/van drivers and attendants will be trained in the requirement to wear a face covering. Periodic refresher training will be provided to accommodate changing needs. Professional training regarding the use of personal protection and the signs of symptoms of COVID-19 will be verified. CVES will provide PPE of face masks and gloves to the drivers and attendants. The option of a face shield will be available, in addition to a mask. This is highly recommended to ensure the safety of the vehicle operators given the potential volatility of student behavior. Face shields will be provided to drivers, monitors, and attendants as an extra line of personal protection. It is recommended that when temperatures are reasonable, CVES school buses/van should transport passengers with roof hatches or windows slightly opened to provide air flow.

Social Distancing

All CVES staff operating, monitoring, or attending on buses will receive training on social distancing from our Health, Safety, and Risk Management Specialist prior to the opening of school. Professional Training

regarding the use of social distancing will be verified. Periodic refresher training will be provided to accommodate changing needs. When students board the CVES bus or van, a minimum of 6 feet of spacing will be required, monitored, and verified. Wheelchair placement must be configured to ensure social distancing of 6 feet.

Face Mask

All students must wear a face mask when able. CVES will provide extra face masks for students and staff who do not have such in their possession. Students who attempt to board the bus/van for community job sites who do not have masks will be offered one. Face masks must be provided by the CVES bus/van driver/monitor/attendant. Staff will be trained on this mandate and periodically reminded. These will be available at designated entry/departure points within the facility.

CVES acknowledges that students who do not have a mask **CANNOT** be denied transportation, per NYSED. It is recognized that students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering, per IEP. Staff will be aware of those students whose IEP states that a mask is not required. A confidential list of students whose IEP prohibits the use of the face mask will be maintained for reference. All staff will be trained on this mandate to avoid power struggles upon departure.

Reopening will reorient students on the requirements for returning to the building. Administrators, coordinators, and staff will directly instruct the student body on the proper use of **personal protection** and the **signs and symptoms of COVID-19**. Periodic, in-class trainings will follow for continuous reinforcement. Educating families about personal protection and the signs and symptoms of COVID-19 both before Reopening and during the opening will be a priority. Additionally, leadership, coordinators, and staff will directly instruct the student body on the proper use of **social distancing**. Periodic, in-class trainings will follow for continuous reinforcement. Students will be taught to use social distance (six feet separation) on the bus. If siblings or children who reside in the same household ride the bus, they will be encouraged to sit together. When students embark and disembark from the bus, they will follow social distancing protocols. Educating families about social distancing both before Reopening and during the opening will be a priority.

If school is in session remotely, CVES does not provide bus transportation to and from school. Home/school transportation to other schools, if applicable, would be provided by the student's home districts.

Social-Emotional Well-Being

Social and Emotional Learning (SEL) is fundamental to the academic success and overall well-being of students. SEL is an educational philosophy emphasizing the powerful relationship between students' cognitive/academic achievement and their development of social skills, emotional self-regulation competencies, and the capacity to interact effectively in team settings. We believe SEL must be woven into everything we do across the organization and ask our teachers to infuse it into every classroom if we truly want to prepare all students for college and careers.

The **CVES School Climate and Culture Committee** was established to promote Social and Emotional Well-Being as a systemic priority. Data show that student attendance, behavior, and achievement are greatly affected by their social and emotional well-being. The efforts of the committee serve to raise awareness among faculty and staff and support SEL practices throughout the school.

Prior to the closure, the committee was focused on planning for Opening Day 2020, kicking off the year with a climate of optimism and a sense of renewed excitement, along with hope for the new school year. Welcoming and supportive activities will highlight:

- the value of all stakeholders and an appreciation for the critical role they play
- an exciting agenda for renewal with plans to make it a reality
- new opportunities for stakeholder participation and leadership roles
- cultural sensitivity and inclusivity (in the process of developing a series of pd with SUNY Plattsburgh throughout the 2020-21 school year)

The goal is to establish a culture that supports and emphasizes the social and emotional well-being of faculty and staff which will directly impact the social and emotional well-being of students.

CVES will utilize resources outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) publication, [Leveraging the Power of SEL as You Prepare to Reopen and Renew your School Community](#). We will use the [CASEL Roadmap](#) prioritizing activities within the roadmap to reengage all students, staff and families. Activities include but are not limited to:

- Accommodate individual differences in staff, students and families.
- Identify strategies to identify and engage populations and specific students that have been disengaged
 - ✓ Redouble efforts to regularly communicate with parents and guardians (via phone, text, e-mail, writing, robo-calls, etc.);
 - ✓ Regularly communicate with home school district counseling offices;
 - ✓ Collaborate more closely with partnering counseling agencies (e.g. BHSN);
 - ✓ Develop guidelines that provide clear information regarding expected participation rates, grading procedures, meeting times, etc.);
 - ✓ Ensure all student have regular access to computing devices and the internet, to the extent practicable;

- Design opportunities for adults to connect, heal, and cultivate their own SEL competence.

In addition to providing a time for students to acclimate back to school within instructional planning, strategies and classroom routines; educators can:

- Educate staff, parents, and students on symptoms of and help for mental health needs.
- Promote social emotional learning competency and build resilience by integrating clear and aligned SEL standards and cognitive skills.
- Help ensure a positive, safe school environment.
- Teach and reinforce positive behaviors and decision-making; including helping students to recognize and manage their emotions and emphasizing with the emotions and perspective of others.
- Encourage helping others.
- Encourage good physical health and activities that involve movement.
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports.
- Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

District-wide Student Supports

Each CVES Division will redouble their efforts to use their counseling staff and resources in ever more meaningful ways. Relationships already established between counselors and parents/guardians during the 2019-2020 COVID-19 outbreak can be used to better meet the needs of students as they return to a new school year and a changed world.

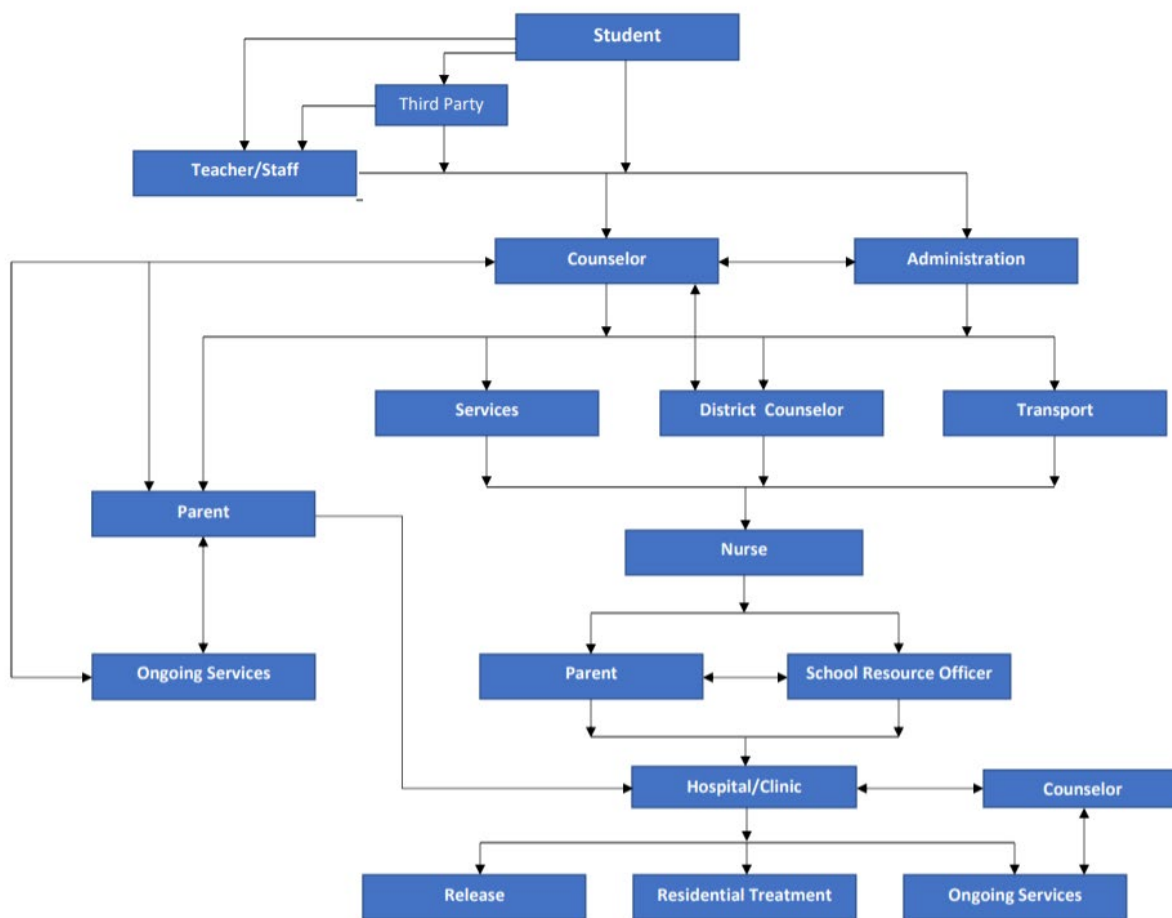
- Services rendered through outside agencies (e.g., BHSN; Clinton County Sheriff's Department) can also be enhanced using the experience gained from the last quarter of the 2019-2020 academic year to provide more informed counseling and intervention services to CVES students
- We will continue to maintain partnerships with community mental health providers and agencies
- CVES' administrators can also use the experience, data, and information gleaned from the last months of 2019-2020 to recognize students "ghosting" behavior early and to provide meaningful follow-up interventions
- Efforts to care for the emotional well-being of children and families can extend beyond the classroom and into the entire school
- School-based SEL programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment. These programs can also benefit educators within the schools
- Ease into the start of the school year

- Anticipate the range of physical, psychological and emotional needs that student/staff/families are experiencing
- Provide activities to help families and staff feel comfortable on the school campus, in classrooms, schools:
 - Back to school open houses
 - Dry run of getting to school
- Plan for the emotional impact of the pandemic that include:
 - financial/employment concerns
 - social isolation
 - concerns about systemic racial inequity
- Provide assurances digitally, telephonically, and in writing to students/staff/families that schoolwide interventions, precautions, and procedures have been established to ensure the health, safety and well-being of everyone on CVES campuses.

An outline of our student referral process includes:

- Dedicate a point-person and referral mechanism to evaluate youth
- Consult with school counselors, social workers, nurses, administrators and students' parents when a student exhibits one or more of the following behaviors:
 - Feeling very sad or withdrawn for more than two weeks.
 - Seriously trying to harm oneself or making plans to do so.
 - Sudden overwhelming fear for no reason, sometimes with a racing heart or fast breathing.
 - Involvement in many fights or desire to badly hurt others.
 - Severe out-of-control behavior that can hurt oneself or others.
 - Dramatic weight loss or weight gain.
 - Intense worries or fears that get in the way of daily activities.
 - Extreme difficulty concentrating or staying still that puts the student in physical danger or causes problems in the classroom.
 - Repeated use of drugs or alcohol.
 - Severe mood swings that cause problems in relationships.
 - Drastic changes in the student's behavior or personality.

STUDENT IN CRISIS FLOW CHART



Therapeutic Crisis Intervention for Schools (TCIS):

Repair of relationships will be needed in the reopening. Self-regulation and self-awareness of the workforce will be the foundation upon which successful de-escalation can occur. All newly hired and existing staff will receive TCIS initial or refresher training in Therapeutic Crisis Intervention for Schools. Active listening, behavior support techniques and emotional first aid will be used to manage the environment and reduce the likelihood of using physical restraint. The Life Space Interview conducted when the student in crisis has regained composure and returned to “thinking” brain will lead to recovery and repair of relationships.

Behavioral Health Services North (BHSN) has partnered with CVES to provide on-site mental health counseling. Referrals can be made through the school administrator or counselor with parent approval. Counseling will take place in the school building on a weekly basis. BHSN also has a mobile crisis response team who can be called for added support when a child is in crisis. Moreover, the availability of the hotline can be an asset to both staff, students, and families.

CV-TEC Additional Student Supports

The CV-TEC Division consults biannually with its Advisory Council, comprised of community leaders and business and industry representatives who care deeply about the well-being and success of CV-TEC and its students.

Each CV-TEC Career and Technical Education (CTE) teacher meets biannually with a program-specific Advisory Committee, comprised of individuals who are experts in their respective fields and who are sensitive to the needs and interests of CV-TEC's students and teachers alike.

CV-TEC's School-wide Decision Making (SDM) team carefully considers the academic and social-emotional needs of students and faculty members. The SDM team works closely with administration to identify and address the social-emotional needs of students and the corresponding professional development (PD) needs of faculty.

Special Education Additional Student Supports

Positive Behavioral Interventions and Supports (PBIS)

In June 2020 the guiding question was "How do we adapt our PBIS to a post-CO schoolhouse?" The PBIS multi-tiered structure has been enhanced to strengthen the validation of returning students.

Recognizing the need for social distancing, PBIS activities will occur within each classroom. Each teacher will use Bull Dog Pride Slips to positively reinforce pre-social behaviors within the classroom. A weekly/monthly drawing will take place within the classroom. The use of plastic-coated (washable) Bull Dog Bucks as tangible reinforcers will continue, with a menu of new Ideas for Bull Dog Bucks Redemption (low to high), to be determined by each classroom teacher. Given that relationships will need to be repaired, the emphasis on *relational rewards* is a focus of the new menu of options. The PBIS commitment to the 7 C's of resilience assures fidelity to the social-emotional needs of the students with disabilities: Connection, Competence, Confidence, Control, Contribution, Character, and Coping. The 2020 updated Behavioral Expectation Matrix will be reviewed, modeled, and rehearsed on a more frequent basis to assist the students in re-adjusting to school culture. PBIS acts as a close companion to the PAX for which many of our teachers and staff have received training.

PAX

Teachers and staff have received training on PAX, also known as the Good Behavior Game. Reopening school requires a nurturing environment to increase children's and adult's psychological safety and resilience during COVID-19. PAX strategies reinforce prosocial and limit problematic behaviors, reducing or minimizing toxic influences. The PAX Vision is a Trauma-Informed Approach aligned with brain-behavior science. In light of the stressors that will accompany the reopening of school, Pax Peace and Productivity will be used at WAF team meetings, as needed, to provide a framework of safety and nurture personal contributions, a necessary requirement of building resilience.

- Student needs are the priority
- Complete lack of cursing
- Self-control of volume

- Words matter
- Take turns
- Listen with no interrupting
- Accept feedback and exchange of ideas
- Avoid blaming
- Avoid power struggles

Health and well-being of our workforce and students cannot be denied. When adults are cared for, our students will be cared for. Thus, we will prioritize the well-being of the workforce. Short moments of action throughout the day can build resilience. During the closure, the workforce of 1:1 aides provided positive feedback on the value of improving their skills in mindfulness practices. Data was collected before closure asking the workforce to consider what is needed for occupational and emotional mental health. Efforts will be made to encourage the following practices:

- Stay up to date with communications
- Continue to build relationships in the classrooms
- Do more circle ups
- Celebrate and recognize staff through positive compliments

Counselor/Social Work Model

In consideration of the stressors that COVID-19 has added to a community with pre-existing adverse life experiences, CVES commits to social-emotional practices for the workforce and students. Counselors are assigned to two classrooms for an in-class collaborative model that goes above and beyond the IEP individual and group sessions. Classroom Circle –Ups and Staff Circle-ups are regularly scheduled and documented, per our Special Education Strategic Plan, as part of our Restorative Justice Initiative. Counselors will maintain family communication, a connection in most cases was strengthened during the closure. Counselors will lead the development and maintenance of the student's FBA-BIP. Counselors/ Social Workers will continue to work closely with community agencies to monitor families in crisis and when necessary, refer families for additional mental health services.

- Avoid stressing over what cannot be changed
- Avoid taking things personally/use positive self-talk
- Continue to explore personal interests
- Laugh more/judge less

CVES WAF Trauma Transformation Initiative – During Remote Instruction

During the closure, members of our staff took part in a Zoom webinar series led by David Melnick, the Director of Northeastern Family Institute in Vermont and Trainer for the Child Trauma Academy. Training centered around Stress, Self-Regulation, and Resilience in Times of Crisis, the Reflective Educator and Workforce Resilience, and Endings, Beginnings, and Re-establishing the School as Community. The Trauma Transformation Leadership Team will model and employ reflective practice.

They will continue to work with David Melnick to ensure that the social and emotional health of the adult workforce remains strong throughout the organization.

Faculty and Staff Resources

We must be attuned to the social and emotional needs of all the adults responsible for supporting our students' learning and development. The stress and well-being of teachers, administrators, and staff are not new concerns, but the disruptions caused by COVID-19 have added to educators' anxiety, worry, and stress. By creating time, space, and working conditions that help adults feel connected, empowered, supported, and valued, school leaders can help cultivate adults' SEL and overall well-being.

- Ensure access to mental health and trauma support for adults through our [Employee Assistance Program](#).
- Promote awareness that staff members are also suffering during this time and may have widely varying reactions and medical concerns related to the idea of returning to school.
- Provide all staff with professional development that reinforces educators' understanding of the importance of SEL in promoting student learning and strategies to reinforce students' SEL development during their K-12 education.
- Provide adequate training for educators to understand:
 - [Social Emotional Learning \(SEL\) competencies](#): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
 - The warning signs for quarantine related mental health needs.
 - Who to turn to, such as the principal, school nurse, school psychiatrist or psychologist, school counselor or school social worker, if you have questions or concerns about a student's behavior.
 - How to access crisis support and other mental health services.
 - Academic accommodations and supports for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic.
 - Communication routines, protocols, guidelines for clear and regular communication from trusted sources.

Attendance and Chronic Absenteeism

Attendance

For attendance-keeping purposes, the Teacher of Record (TOR) will be assigned the task of gathering student attendance. Attendance data- whether providing an in-person, hybrid, or remote model of instruction- will be taken by CVES' Teachers of Record when students are expected to be present.

Attendance of all school-age students of compulsory age and who attend a CVES program will have their attendance taken daily in accordance with established NYSED guidelines and CVES reporting procedures.

As a required reporting entity, CVES will maintain attendance data through the use of School Tool software and report the data via the Student Information Repository System (SIRS).

Resident students of compulsory age who are concurrently enrolled in a home schooling program and in a CVES program will be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma.

Students who drop out while still of compulsory school age will be kept on the school attendance register until they exceed compulsory school age or move out of the district.

Chronic Absenteeism

CVES considers students' chronic absence a serious matter as it results in lost instructional time. CVES considers the serious impact of such absences as they result in students falling behind in school.

In order to mitigate against absenteeism and chronic absenteeism, CVES will place emphasis on establishing meaningful student-teacher and student-school relationships.

CVES will be flexible when monitoring attendance for those students working in a remote instructional model, and who have not engaged in the remote learning process. Accordingly, CVES teachers, administrators, counselors, and staff will make every effort to reach out to the students, their parents/guardians, and to home school districts in order to establish and to maintain meaningful connections with chronically absent students. Methods of contact will include such avenues as telephone, e-mail, text messaging, social media, in-person meetings, peer contacts, school resource officer, and written correspondence. School Tool software will be used to track attendance and to maintain a record of contacts between CVES personnel and students' parents/guardians.

Technology and Connectivity

CVES is committed to ensuring all students have access to devices and high-speed internet both at school and at home. In April 2020, CVES conducted a Technology Access survey to identify students who had any technological barriers. The survey would branch depending on if the barrier was internet access and/or lack of appropriate device. Having one device for an entire family would not be sufficient. CVES will send out a similar survey in September to help identify any technology barriers the students may face.

After collecting the initial survey data, CVES contacted the students' home schools to see if any devices could be allocated. Many of the home schools already have 1-1 initiatives and quickly supplied devices to the students who had device barriers. CVES did identify several students who could not get a device from a home school and CVES has already procured laptops to be allocated to these students.

Internet Access Barriers

For students who have an internet access barrier, CVES will first discover if there is high-speed access at their residence and if the family/student qualifies for the ISP low cost tier which is based on National School Lunch Program and Community Eligibility Provisions. Where students cannot obtain high-speed internet access, CVES will be offering WIFI signals across its 3 campuses in the parking lots. CVES will also work with its component school districts to make sure all students have access to the WIFI at their home school. CVES also has compiled a list of public WIFI in the local communities and posted to their website. <https://www.cves.org/where-to-find-free-wi-fi/>

At any point during the school year, divisional procedures will be put into place to address individual student technology barriers as they arise.

Microsoft Teams

Classes will fully be utilizing Microsoft Teams, which complies with the NY Education Law 2-d Part 121. All teachers are expected to have their class online utilizing Microsoft Teams by the end of the first week of school. They will utilize this platform for blended learning to combine online digital media with traditional classroom methods. In the event of a cancellation of in-school class, instruction will continue fully online. All teachers will be provided school issued laptops with webcams to ensure a uniformed classroom experience across CVES.

Prior to the start of the school year, CVES will send information to students/families on how to gain access to Microsoft Teams. Teachers and students will be utilizing Microsoft Teams throughout the school year to reinforce usage of the platform. They will also teach digital citizenship with students using the Common Sense Education Curriculum. In the event that CVES is not able to provide instruction online to a particular student, CVES will make arrangements including, but not limited to, phone meetings and physical learning materials.

Teachers have and will continue to be provided professional development on effective online learning experiences, blended/hybrid learning models, and best practices.

Teachers will continue to utilize the ticketing system in place to notify the Technology Department of teacher or student technology issues. Students and families will work directly with their teacher for direct support. Teachers can submit a ticket to the Technology Department on behalf of the student.

CVES will also provide a dedicated web page for students and families to access support and training for various technologies including Microsoft Teams. CVES has also provided a direct email link on its home page for students and families to email the Technology Department.

Teaching & Learning

Career and Technical Education

CV-TEC - Continuity of Learning Plan

Face Covering Required by Students and Staff

Except for meals, and short breaks with appropriate social distancing.

Attendance Expectations

Attendance of all school-age students of compulsory age and who attend a CVES program will have their attendance taken daily in accordance with established NYSED guidelines and CVES reporting procedures.

Microsoft Teams

To prepare for multiple modes of learning, Microsoft Teams will be used in all for all CV-TEC Programs and classes as a part of the instructional process for the 2020-2021 school year. This instructional platform will go into effect at the start of the school year, to establish and to build student confidence and to ease transitions between levels of our school continuum model.

Models for School Continuum

Level 1	Level 2	Level 3	Level 4	Level 5
Traditional Model 1 - Normal building use	Traditional Model 2 - Staff & students in building - WITH mitigation in place (face masks, social distancing) - Restrictions in building use for public health safety	Hybrid/Blended Model CTE Students receive instruction in both live and remote settings via Cohort	Remote Model 1 - ALL students learning remotely from home. - Staff instructing remotely from school	Remote Model 2 - ALL staff & students learning/teaching from home. - NO one on campus

CV-TEC is dedicated to a collaborative approach for excellence in Career & Technical Education. It is the CVES Mission that “CVES empowers students, schools and communities by providing exemplary education, training, support and shared services,” and the mission of the CV-TEC Division “to prepare students for success in careers and life-long learning including post-secondary education.” CV-TEC is dedicated to our mission and committed to continuing and intensifying the long-standing tradition of

excellence at CV-TEC. With our mission in mind, each student's individual needs is what will drive and direct our educational programming and fuel our desire to continually improve our efforts to serve our students, component districts, business & industry partners and our surrounding community.

CV-TEC is dedicated to teaching students both industry and work-readiness skills in a variety of career and technical education areas, as well as to provide support and instruction in the core academic and related areas. All CV-TEC CTE two-year programs are approved by the New York State Education Department (NYSED) as CTE Approved Programs of Study. Students in our programs can earn high school credit toward graduation, advanced college credit, industry certifications/credentials/licenses, participate in work-based learning activities (including paid and unpaid work experiences) and are eligible for the NYS Board of Regents Advanced Designation: CTE Endorsement. Core academic instruction is an integral part of all the CTE programs as well as 21st Century & Work Readiness Skills development.

Remote Learning: CV-TEC Division Expectations

Full Online Learning (Levels 4 & 5)

In a full online learning environment, CV-TEC teachers and staff will use Office 365 and Microsoft Teams to connect with students, deliver instruction, post assignments, and administer assessments. Teachers will utilize this platform to deliver instruction and to continue to foster positive relationships with students. Microsoft Teams & Microsoft Stream will be used to deliver lessons and to provide CTE demonstrations of program-related skills. In some cases, teachers and staff will work with students one-on-one to assess skill acquisition. Teachers will utilize CTE specific demonstration videos and/or appropriate YouTube videos to assist with the delivery of the CTE curriculum. Teachers will also collaborate with industry partners and advisory committee members to provide CTE specific demonstrations and facilitated instruction. Teachers will also incorporate CTE simulation activities provided through a variety of career and technical education publishers. All assignments and projects will continue to align with related technical assessments and industry certifications that will continue to be offered virtually wherever possible.

The CV-TEC academic teachers will work with students on completion of required integrated and specialized activities such that credits in the approved academic areas can be awarded to students. They will also support teachers with technology needs. Academic Teachers will deliver remote instruction based on the master schedule and the individual needs of the component districts. Academic classes will be scheduled separately and in addition to CTE instruction.

For accountability, students are expected to participate daily with their CTE teacher (daily attendance will be recorded) and complete a minimum of work per week based on their CTE Program of Study requirements. Students with technology needs will be addressed by the building principal. IEP accommodations will be followed as closely as possible. English Language Learners will receive translated materials and online curriculum resources will be offered in a variety of languages. School Counselors will check in with students who historically have needed additional support and who are not completing work. Parents and home School Counselors will also be kept informed of individual student situations.

Administrators will meet at least once per week via Microsoft Teams with CV-TEC faculty and staff and additional weekly meetings and/or virtual office hours per building will be established for CV-TEC faculty

and staff to address and check-in on student engagement and delivery of curriculum, and to offer whatever support is needed.

Equity:

- Students without access to technology will be referred immediately to the building principal who will engage with the CVES Technology Department and the Home-school to assist with the issuing of a device. Recorded lessons will be posted in Microsoft Teams for students to review if needed (missed the lesson or need further reinforcement).
- School Counselors will be available to meet with students who need added emotional support;
- Teachers will be available during scheduled office hours to work individually with students;
- Attendance will be regularly monitored. Students with extenuating circumstances will be reviewed on a case by case basis.
- Curriculum materials will be translated to different languages as needed including but not limited to ASL (American Sign Language)

Remote Instruction/Campuses & Buildings Closed/NO Staff or Students On-site

(Level 5)

10-month Instructional Staff off-site/remote instruction

(Includes all CTE Programs, Academic Courses & OWS Adult Ed instruction)

CV-TEC On-line Learning Platform: <https://www.cves.org/online-learning-educational-resources/>.

Daily Professional Expectations:

- **ALL CVES Universal Expectations**
- Sign In and participate in Teams during normal work hours (both individual CTE classes and academic classes).
- Daily submission of “Teacher Instructional Log” by the end of each instructional day to:

Instructional Expectations:

- Daily attendance record of all classes/courses (CTE & Academic) assigned.
- Schedule and conduct at least one weekly class meeting through Teams.
- Provide a weekly schedule to all assigned classes to include:
- **Attendance procedure,**
- **Weekly instructional objective(s),**
- **Instruction of curriculum,**
- **Discussion of introduced curriculum,**
- **Opportunities for guided practice,**
- **Assessment of weekly objective(s),**
- **Additional class expectations for the week.**
- Regularly upload all assessments into School Tool in preparation for the 5-week progress reports.

- Regularly communicate with parents regarding student progress.
- Submit 5-week progress reports and 10-week grades
- Submit Quarter Skillset Verification sheet to close of scheduled grading window to designated building staff member.

All Universal CVES Expectations including

- Be available during normal work hours.
- Check voicemail daily
- Email is the primary means of communication.
- Check email daily and respond within 24 hours.
- Office 365 on-line platform: <https://www.office.com>.
- Microsoft teams will be CVES' primary online platform.
- All work should be conducted at home.
 - Access to the buildings will be provided by your building supervisor.
 - If access to the buildings are allowed, employees are not allowed to bring children or other non-CVES employees into assigned building.
- All social distancing protocols set by CVES must be followed while accessing buildings during the closure.
 - Practice Social Distancing (6 feet apart) and PPE (as required) when accessing your building.
- Online Educational Resources <https://www.cves.org/online-learning-educational-resources/>.
- Continue to submit IT requests through School Dude or by phone.
- Staff should keep logs of services they are providing for districts.
- **Additional expectations will be provided by division.**

Additional Professional Expectations

- Participate in scheduled full CV-TEC Team Mtgs and building meetings (through Teams).
- Continue to update and enhance your online Teams platform for your class: e.g.: videos, assessments, etc.

Additional Professional Opportunities to Log:

- PD: Instructional Areas of Attention from the SREB Report:
- Maximizing student engagement
- Effective Teaching Strategies
- Performance Assessment construction and implementation
- <https://www.ctelearn.org/free-resources.php>
- Blueprints to Syllabi to Unit Plans to Daily Plans alignment
- Curriculum Mapping to State Blueprints
- Online PD through ACTE
- Microsoft Suite online PD (excel, ppt, etc.)
- CTE Program Approval Documentation

- OSHA Certification Research to implement for students
- Updating the TRW curriculum and constructing a similar TRMath curriculum
- Portfolio construction lessons.

Remote Instruction/Staff On-Site/No Students (Level 4)

CV-TEC will implement the same protocols as Full Remote Learning outlined in Level 5. Staff will provide remote instruction from the CV-TEC Campuses and students will not be on campus. However, scheduling of students may need to be adjusted based on the component districts' master schedules.

Hybrid/Blended Model/Both Live & Remote Instruction (Level 3)

Two-Day Rotation Blended Learning

A separate CTE Cohort with two CTE subgroups: First Year CTE Cohort (FYCTE) & Second Year CTE Cohort (SYCTE) to be scheduled by each Component District

In a blended learning environment, teachers will be on campus five days per week. The CTE students will be divided into two cohorts: First Year and Second Year. Only one cohort will participate in live instruction at a time. The reduction to first year or second year on-site is to accommodate social distancing and to reduce the transportation requirements of the component districts. There will be no students on-site one day per week to allow for cleaning and sanitation. CV-TEC teachers will be on-site on this "no-students" day providing remote instruction and support to students who need additional instruction, re-teaching, IEP requirements, etc.

Students will work off-site as per their home-school schedule to complete required coursework and will report to their assigned CV-TEC campus two days per week to engage in live CTE hands-on instruction. CV-TEC teachers will provide live on-site lessons while the cohort is scheduled to be on their respective CV-TEC Campus. CV-TEC teachers will use Microsoft Teams to connect with students, post assignments, and give traditional assessments (tests and quizzes) remotely. Students on campus will engage in their program of study competencies and to gain critical hands-on experience. Teachers will assess skill attainment at this time through blueprint competencies, student engagement, technical skills, and employability skills. Teachers will also engage with advisory committee and industry partners to provide demonstrations as well as assign real-life simulation activities provided through a variety of career and technical education publishers. All assignments and projects will continue to align with NYSED approved programs of study, state blueprints/standards, related technical assessments and industry certifications that will be completed while students are on campus.

The CV-TEC academic teachers will work with students on completion of required integrated and specialized academic activities such that credits in the approved academic areas can be awarded to students. Academic Teachers will deliver both in-person and remote instruction based on the master schedule and the individual needs of the component districts. Academic classes will be included in a master schedule constructed by the building principal for each campus in conjunction with the Academic Services Coordinator.

For accountability, students are expected to be present and engaged for the duration of the sessions when their cohort is scheduled to be on campus for live instruction. Students with technology needs will be

addressed by the building principal. IEP accommodations will be followed as closely as possible. English Language Learners will receive translated materials and online curriculum resources will be offered in a variety of languages. School Counselors will check in with students who historically have needed additional support and who are not completing work. Parents and home School Counselors will also be kept informed of individual student situations.

Administrators will meet at least once per week via Microsoft Teams with CV-TEC staff and additional weekly meetings and/or virtual office hours per building will be established for CV-TEC staff to address and check-in on student engagement and delivery of curriculum, and to offer whatever support is needed.

Equity:

- Students without access to technology will be referred immediately to the building principal who will engage with the CVES Technology Department and the Home-school to assist with the issuing of a device. Recorded lessons will be posted in MS Team for students to review if needed (missed the lesson or need further reinforcement).
- School Counselors will be available to meet with students who need added emotional support;
- Teachers will be available during scheduled office hours to work individually with students;
- Attendance will be regularly monitored. Students with extenuating circumstances will be reviewed on a case by case basis.
- Curriculum materials will be translated to different languages as needed including but not limited to ASL (American Sign Language)

Live Instruction/Staff & Students On-Site (Level 2)

A separate CTE Cohort with two CTE subgroups: First Year CTE Cohort (FYCTE) & Second Year CTE Cohort (SYCTE) to be scheduled by each Component District

CV-TEC will provide two daily live AM and PM Sessions to accommodate district home school schedules. However, the sessions will need to be shortened to accommodate cleaning and disinfecting due two unique cohorts of students arriving on campus and utilizing tools, equipment, and facilities on a daily basis.

Live Instruction/Staff & Students On-Site (Level 1)

CV-TEC will provide two daily live AM and PM Sessions to accommodate district home school schedules.

Special Education Division - Continuity of Learning Plan

The CVES Special Education Division believes that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature intellectually, emotionally, physically, and socially despite challenges and obstacles.

As we plan to reopen school this fall, the health and safety of our students, employees, families, and communities are at the forefront of each decision made. In addition to the ongoing health risks of COVID-19 transmission, we recognize the toll that the abrupt transition to all-remote learning has had on our students, teachers, staff, and families. This plan is intended to articulate the adaptive design of our learning model in the coming year to accommodate changing conditions and evolving guidance from state and health officials.

Opening of School: September 2020

This opening schedule allows each building to be better prepared for the significant shift in routine that is required for in-person instruction to keep all students and staff members of our school community safe.

- Week of Sept. 2-3
 - Superintendent's Days - Staff only
- Week of Sept. 8
 - Traditional Model 2: WAF- Autism Program and ITSP; Mineville- Life Skills
 - Focus on social emotional needs, assisting students in the reorientation to school environment and explicit teaching of safety procedures followed with regular reminders moving forward.
 - Remote Model 1: WAF: Life Skills and Academics; Mineville- Academics
- Week of Sept. 14
 - Traditional Model 2: WAF- Autism Program and ITSP; Mineville- Life Skills
 - Curriculum instruction begins and ongoing reminders of safety procedures continue.
 - Traditional Model 2: WAF- Life Skills and Academics; Mineville- Academics
 - Focus on social emotional needs, assisting students in the reorientation to school environment and explicit teaching of safety procedures followed with regular reminders moving forward.
- Week of Sept. 21
 - Traditional Model 2: WAF- Life Skills and Academics; Mineville: Academics
 - Curriculum instruction begins and ongoing reminders of safety procedures will continue.

Face Covering Required by Students and Staff

Except for meals, and short breaks with appropriate social distancing.

Attendance Expectations

Attendance of all school-age students of compulsory age and who attend a CVES program will have their attendance taken daily in accordance with established NYSED guidelines and CVES reporting procedures.

Microsoft Teams

To prepare for multiple modes of learning, Microsoft Teams will be used in all classrooms as a part of the instructional design for the 2020-2021 school year. This instructional platform will go into effect at the start of the school year to establish and to build student confidence and to ease transitions between levels of our school continuum model.

- Each classroom will have their own Microsoft Team that includes all classroom and related service providers.

Models for School Continuum

Level 1	Level 2	Level 3	Level 4	Level 5
Traditional Model 1 - Normal building use	Traditional Model 2 - Staff & students in building - WITH mitigation in place (face masks, social distancing) - Restrictions in building use for public health safety	Hybrid Model - Cohort Model - Blend of in-person and remote learning (i.e. AA, BB) - WITH mitigation in place (face masks, social distancing)	Remote Model 1 - ALL students learning remotely from home. - Staff instructing remotely from school	Remote Model 2 - ALL staff & students learning/teaching from home. - NO one on campus

LEVELS 1-2: Traditional Models 1 & 2

Allows for normal building use with in-person instruction and ranges to the addition of mitigation in place along with restrictions for public building use.

LEVEL 3: Hybrid Model

This hybrid model allows students to receive in-person instruction, reduces student population in the building by 50% and allows for a deep cleaning between the two groups of students within each classroom. It also provides two consecutive days of in-person instruction, inclusive of related services.

Hybrid Model Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Group A In-Person Group B Remote Learning	Group A In-Person Group B Remote Learning	Groups A & B Remote Learning	Group B In-Person Group A Remote Learning	Group B In-Person Group A Remote Learning

LEVELS 4 & 5: Remote Models 1 & 2

During the school closure period, our remote learning model has been successful with high student engagement and strong parent communication. We will continue to build upon these successes throughout the 2020-21 school year. Our goal continues to be delivering quality programming, services, and supports to our students and families in an innovative way.

Instructional Expectations

Teachers will create lessons to meet students at their instructional level and will bring them to grade level expectation through differentiated lessons, using video and small group or 1:1 follow-up via video, audio, or Teams meeting.

Academic/ITSP/Life Skills

- Daily – teachers or teaching assistants will deliver new live instruction/instructional videos at least 10 minutes in length in each course.
- Daily – teachers or teaching assistants will provide a 45 minutes block of time for student office hours to assist with completing learning activities.

Autism

- Daily - teachers will deliver new live instruction to each student. Length of lesson will vary across students and may include group lessons with other students.
- Daily - teachers will contact parents of students to provide consultation for working on activities/goals. Teachers will provide supplemental materials to parents to work on in between live lessons.

All instruction is aligned to the New York State learning standards and is provided by a NYS Certified Teacher in collaboration with the certified classroom teaching assistant. This includes:

- Attendance procedure
- Curriculum based instructional objectives
- Guided and independent practices
- Curriculum based measurements
- Goal based instruction as outlined in IEP
- Related services as outlined in the IEP
- Progress monitoring toward IEP goals

- Brain break activities
- Strong focus on Social Emotional Learning
- Progress and quarterly reports communicated following school calendar

Work Experience: students will continue to develop their Career Development and Occupational Studies using the Virtual Job Shadow online program with activities assigned by classroom teacher.

A weekly schedule will be created for each student and shared with their family by the classroom teacher. The goal is to organize instructional learning and related services, individualized for each student, and to clearly communicate expected learning opportunities.

Sample Individualized Student Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)
10 a.m. ELA Activity via TEAMS Video (1:1)	10 a.m. Math Activity via TEAMS Video (1:1)	10 a.m. ELA Activity via TEAMS Video (1:1)	10 a.m. Math Activity via TEAMS Video (1:1)	10 a.m. Group Activity via TEAMS Video (1:1)
A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break
11:30 PT Session via TEAMS Video	11:30 Art Instruction, TEAMS Video (class)	11:30 OT Session via TEAMS Video	11:30 PT Session via TEAMS Video	11:30 OT Session via TEAMS Video
P.M. Classroom TEAMS Post - Independent Activity	1 p.m. ELA Activity via TEAMS Video (small group)	1 p.m. PE Instruction TEAMS Video (class)	1 p.m. ELA Activity via TEAMS Video (small group)	P.M. Classroom TEAMS Post - Independent Activity
1:30 p.m. Speech via TEAMS Video (1:1)	2 p.m. SEL Activity via TEAMS Video (class)	1:30 p.m. Speech via TEAMS Video (1:1)	2 p.m. SEL Activity via TEAMS Video (class)	1 p.m. – Parent Phone Call

All student/family contact will continue to be documented within SchoolTool.

Related Service Providers (RSPs)

- RSPs will provide appropriate teletherapy in line with each student's IEP.
- RSPs will continue to provide teletherapy through established emails within calendar on Teams.
- We will follow the same teletherapy procedures established and outlined in our *School Closure OT/PT Related Service Provider Continuity of Service Plan*.
- RSPs will complete the *Student Plan for Delivery of Services-Remote* in partnership with parents and guardians for each student.

Equity

Students without access to technology or internet will be referred immediately to the building principal who will:

- engage with the CVES Technology Department and the home-school to assist with issuing a device.
- contact the family to offer support in working with outside agencies in securing internet connection. In cases where internet connection is not possible, instruction will be individualized to meet the family/student needs.

School Counselors will be available to support and meet with students who need added emotional support.

Curriculum materials will be differentiated according to student need and translated to ASL and/or different languages, as needed.

Communication

CVES will strengthen and maintain consistent communication with families, in addition to students and staff.

- CVES BOCES is prepared to provide all communications in the home language(s) of all students and families in our service area. All written plans are available in print or on the website in a format that is compliant with ADA protocols for accessibility for screen readers for the visually impaired. Interpretative services can be made available as needed.
- CVES has been posting health and safety instructions, and health resources on its website since March 2020, and will continue to update this information on an ongoing basis. This information has also been posted to the CVES Facebook pages (main page and divisional pages).
- CVES teachers & related service personal will maintain direct contact with families via phone and or email/online.
- Parents may contact building Principals via phone or email.

Special Education

The CVES Reopening Plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services.

In-person

Students with special needs will return to school with all safety precautions in place to assure they and those providing educational services are safe. Screening will be completed prior to the student arriving to school, and school nurses will spot check students' temperature and any symptoms throughout the school day. Masks and/or face shields, physical distancing, hand hygiene will be consistently implemented. Student attendance in every class will be carefully documented; the use of restrooms, cafeteria, gym, and playground will be monitored to assure safe distancing. If attendance in a large group setting does not allow for physical distancing, an alternative schedule will be developed as needed.

Hybrid

CVES is planning for all potential contingencies for provision of educational services to students with disabilities. In-school programming is expected to resume, at least for a percentage of students, in September. The students who are not in school will be provided all services identified in their IEP through a remote format, until all students are able to be safely integrated within the school setting. In bringing students back into school, preference will be given to students with high needs to the extent practicable.

Remote

Students with disabilities will continue to have their Individual Education Plan (IEP) modifications and accommodations implemented, through virtual educational opportunities to the extent practicable. For families who are having difficulty accessing online programming, CVES will work with component districts and families to provide technical support, including devices, to students who need them. Parents are encouraged to reach out to the building principal for potential options. Teachers will monitor students' accessibility and work with administration to assure that students are able access all remote services. Students who are not able to benefit from video classroom sessions may receive educational services through phone calls, materials sent to the home, support to the parent through video conferencing, etc.

The CVES Reopening Plan addresses how it will document the programs and services offered to students with disabilities as well as communications with parents (in their preferred language or mode of communication).

- CVES will maintain direct communication with parents through their preferred mode of communication (telephone, email, in person meetings, written notes, School Tool) and will maintain

documentation of all contacts. Instruction or related services provided through a remote format will be saved securely. Translation services will be made available for print or spoken contacts as needed.

The CVES Reopening Plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

- As needed, all print communication will be translated and mailed to parents. For meetings or in-person communication translation services will be made available.
- Staff will contact parents regularly and directly to discuss provision of services, and any accommodations that may be needed as they observe student response and progress toward goals. Method of contact will be in the parents preferred mode of communication to the extent possible.

The CVES Reopening Plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs (IEPS), plans for monitoring and communication student progress, and commitment to sharing resources.

CPSE and CSE meetings are initiated by the district of residence, and CVES teachers, related service providers and administrators are invited to those meetings for whom students will access CVES services. Collaboration may extend into the school year and be initiated by CVES staff to assure smooth transitions and understanding of the provisions of services, plans for monitoring, communication of student progress and sharing of resources as needed.

Students with disabilities will continue to have their Individual Education Plan (IEP) modifications and accommodations implemented, through virtual educational opportunities, to the extent practicable.

The CVES Reopening Plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Students with disabilities accessing CVES services will be provided with accommodations, modifications, supplementary aides and services, technology and assistive technology to meet needs of each student. Service provision may be altered to include health and safety protocols, for example wearing gloves when feeding students who need physical assistance, wearing face shields during speech therapy if needed, etc.

If remote instruction becomes necessary, CVES assures that students with disabilities will continue to have their Individual Education Plan (IEP) modifications and accommodations implemented, through virtual educational opportunities, to the extent that is practicable.

Supplementary aides and the use of alternative communication devices may be shared with family for home environment, if necessary and appropriate.

Bilingual Education and World Languages

Families will need support to feel comfortable sending their children back to school and to help implement the new guidelines during COVID-19. Bilingual students and meeting their educational needs ensuring the physical, emotional and psychological safety of the student must be a priority.

ELL Identification Process and Instructional Units of Study Based on English Language Proficiency Level

ELL identification is completed by the home district for each student. To facilitate the process of administering the NYSITELL to students the CEWW BOCES will remain in contact with the home district to ensure the identification process takes place within the outlined timeframe.

The English language proficiency level will be determined by the home school and shared with the BOCES. Recognizing that ELL students are entitled to an academically rigorous education in all content areas through which they may develop their new language skills in either an English as a New Language (ENL) or Bilingual Education setting.

To ensure that all ELLs receive appropriate instruction that supports their college, career, and civic readiness, required instructional Units of Study will be provided in their English as a New Language based on their most recently measured English language proficiency level. All instructional materials will be aligned to the components of the NYSED Blueprint for English Language Learner Success. Translation of materials will occur through already established partnership with the Capital Region RBERN and if needed through the New York State Parent Teacher Association.

Recognizing that all teachers are teachers of ELLs professional learning opportunities provided by the Capital Region RBERN and other partners that are related to the instruction and support of ELLs will be shared to all educators. Educators directly working with ELLs will be receive increased notification regarding the opportunities that are provided.

Internal and External Communication

CVES will provide clear, consistent and regular communication with staff, students, families and community members during this time. All communication will be culturally and linguistically appropriate as well as accessible for individuals with disabilities. We will take advantage of resources from the CDC to prevent, interrupt and respond to stigma and misinformation about coronavirus as both can create fear and hostility that hurts people and makes it harder to keep everyone healthy.

Communication will include offering information across all communication channels (including direct communications (face-to-face, letters), electronic communications (website or social media pages), and remote parent meetings (within school and out of school) in student native languages. All written and oral communications will be available in easily accessible formats, with multiple languages and translation services upon request. Specific aspects of communication will include:

- Basic information on COVID-19 and measures families can take to stay safe when not at school
- Practices that the school is implementing to keep staff, students and community members safe

- Expectations for modeling respiratory etiquette
 - Physical distancing
 - Wearing facial coverings
 - Refraining from touching their face
 - Staying home when sick
 - Supporting employees who need to take care of sick family members.
 - Trauma-informed practices and helping students cope with stress and tragedies
- Signage
 - How to stop the spread of COVID
 - Properly wash hands
 - Promote everyday protective measures
 - Properly wear a face covering in visible areas for students and staff to view
- Train employees and teach students how to recognize the signs of infection and not to come to school if sick
- Clear directions to parents when to keep a student home and the process for notifying the school
- The importance of mandatory immunizations and locations where they can be obtained, as well as the importance of flu vaccinations
- Engage families to gain a better understanding of their concerns regarding student needs and ways to collaborate to support a successful re-entry plan
- Work with families to identify those who may need assistance with food, clothing and other basic needs
- Determine and communicate procedures for schools conducting home visits.

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to [the district's approved APPR plan](#).

Certification, Incidental Teaching and Substitute Teaching

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