Madison-Oneida
Board of Cooperative Educational Services (BOCES)

2020-2021 School Re-Opening Plan

Based on July 2020 Reopening Guidance from the NYS Education Department and the NYS Department of Health
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**Update History:**

- **July 31, 2020** Reopening Plan posted.
- **August 14, 2020** No changes to plan content; addition of Appendices A and B relating to COVID-19 testing and contact tracing.
- **August 20, 2020** School schedule for students in Special Education programs revised; communications plan updated.
Introduction and Background

The mission of Madison-Oneida BOCES is to cooperatively and responsibly provide educationally-focused programs and services which enable learners to excel. Since 1968, Madison-Oneida BOCES has been delivering quality, responsive, and effective instructional and operational programs and services to nine component school districts: Camden, Canastota, Hamilton, Madison, Morrisville-Eaton, Oneida City, Rome City, Stockbridge Valley, and Vernon-Verona-Sherrill as well as the New York State School for the Deaf.

BOCES programs and services are provided in multiple physical locations.

<table>
<thead>
<tr>
<th>Site Locations</th>
<th>BOCES Programs &amp; Services</th>
</tr>
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<tbody>
<tr>
<td>BOCES Main Campus: 4937 Spring Road, Verona</td>
<td>Administration/Business Office/Personnel</td>
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<td>Adult and Continuing Education</td>
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<td>Career and Technical Education</td>
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<td>Food Services</td>
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<td>Mohawk Regional Information Center</td>
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<td>Print Shop</td>
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<td>Special Education</td>
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<td></td>
<td>Staff and Curriculum Development</td>
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<td>JD George Elementary, 5647 E. Main Street, Verona</td>
<td>Special Education</td>
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<td>E.A. McAllister Elementary, 217 Kinsley Street, Sherrill</td>
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<td>VVS Middle School, 5275 State Route 31, Verona</td>
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<tr>
<td>Madison County ACCESS Site, 133 North Court St., Wampsville</td>
<td>Adult and Continuing Education</td>
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<tr>
<td>Rome Access Site, 266 W. Dominick Street, Rome</td>
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<tr>
<td>Utica Access Site, 508 Second Street, Utica</td>
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<tr>
<td>OHM BOCES, 4747 Middle Settlement Road, New Hartford</td>
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<tr>
<td>Costello Transportation Center: 1136 Freedom Drive, Oneida</td>
<td>Center for Instructional Support</td>
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<td></td>
<td>School Library System</td>
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<td>Central Bus Maintenance</td>
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<td>Peterboro Street Elementary, Canastota</td>
<td>PreK</td>
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<tr>
<td>Bridgeport Elementary School, Bridgeport</td>
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<td>Edward R. Andrews Elementary School, Morrisville</td>
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<tr>
<td>Stockbridge Valley Elementary School</td>
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<td>Camden CSD</td>
<td>Food Services</td>
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<td>Canastota CSD</td>
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<td>Oneida City SD</td>
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<td>Stockbridge Valley CSD</td>
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<td>VVS CSD</td>
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With the onset of the COVID-19 pandemic and the closing of New York State schools in March 2020, Madison-Oneida BOCES instructional staff created and either mailed or delivered home packets of instructional materials to every student in Adult Education, CTE, Alternative Education, Special Education and Early Childhood Education programs. Teachers found creative, online mechanisms to continue connecting with and teaching students remotely.

Our Staff Development division compiled a list of instructional resources for teachers and parents to use and are offering online workshops for educators related to blended learning and asynchronous learning. The Mohawk Regional Information Center- MORIC created a number of resources on instructional and
operational continuity for teachers and districts. Our Behavior Specialist created a series of social/emotional videos to help parents and caregivers support the needs of their children; in August 2020, BOCES is offering a Trauma Informed Compassionate Classrooms training to teachers to further support student and family needs as we move forward. We also continue to share learning resources on our Twitter feed, and WCNY created a new TV Classroom to support those without Internet access. Food Services staff helped five school districts prepare 390,902 student meals while schools were physically closed. The Print Shop has printed more than 630,000 items for component school districts including absentee ballots and budget materials.

All of this to say, school buildings may have closed but the work continues. The 2020-2021 school year will be a time to stabilize critical functions and transform services to better meet the needs of students and schools in the region. Working together with staff, educators, students, parents, and communities, we will continue to address this challenge with resiliency, tenacity, and grit. This reopening plan draws on the most recent guidance from New York State Department of Health, New York State Education Department, and the Centers for Disease Control and optimizes the safety of students and staff.

The plan is a dynamic document that will be updated as circumstances change or guidance is added or clarified.

All related communications or concerns can be directed to the designated Madison-Oneida BOCES COVID-19 Safety Coordinator:

Lisa Decker
Deputy Superintendent of Finance and Operations
315.361.5520

Communication/Family and Community Engagement [C]

C1. Identification of the school stakeholders and community members involved in planning

Madison-Oneida BOCES is comprised of many stakeholders. The primary stakeholders are the school districts that purchase BOCES services. Madison-Oneida BOCES serves nine component school districts: Camden Central, Canastota Central, Hamilton Central, Madison Central, Morrisville-Eaton Central, Oneida City, Rome City, Stockbridge Valley Central, and Sherrill City, more commonly referred to as Vernon-Verona-Sherrill. These districts are governed by local boards of education. BOCES also provides services for the New York State School for the Deaf. Each component school district is represented on the BOCES Board of Education. As the immediate recipients of instructional services, district students entrusted to BOCES are key stakeholders.

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Madison-Oneida BOCES has formed many collaborative partnerships with local businesses, community-based organizations, and government agencies. All of these entities are invested in BOCES programming and share a stake in its success.
And, of course, BOCES staff are dedicated to the mission and the learners they serve. Madison-Oneida BOCES employs approximately 750 full and part-time staff; instructional personnel (e.g. teachers, teacher assistants, and teacher aides); paraprofessionals, program staff, and administrators. Consequently, all of these stakeholder groups have contributed to the planning efforts required for school reopening in fall 2020.

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<tr>
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<th>Methods</th>
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<td>Daily/weekly virtual meetings, surveys, phone calls</td>
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<td>County Health Department Officials</td>
<td>Status of COVID-19 transmission; local hospital capacity; regional PPE supply needs</td>
<td>Phone calls; emails</td>
</tr>
<tr>
<td>BOCES Board of Education</td>
<td>Continuity of learning; health and safety</td>
<td>Monthly virtual meetings, phone calls</td>
</tr>
<tr>
<td>BOCES Faculty &amp; Staff</td>
<td>School schedules, cohorts, teaching modalities, health and safety, facilities, social distancing</td>
<td>Series of virtual meetings, phone calls, program-specific surveys</td>
</tr>
<tr>
<td>Union leadership- Civil Service Employees Association (CSEA), the Teachers Association (which is affiliated with the New York State Union of Teachers NYSUT and National Education Association/NY) and the Teacher Aides (represented by a branch of NYSUT).</td>
<td>Continuity of learning, health and safety</td>
<td>Phone calls</td>
</tr>
<tr>
<td>Students</td>
<td>Virtual learning, teaching methods</td>
<td>Program-specific surveys</td>
</tr>
<tr>
<td>Parents/Families</td>
<td>Access to technology, remote learning, program-specific information</td>
<td>Program-specific surveys</td>
</tr>
</tbody>
</table>

C2. **A communications plan (instructions, training, signage, and messaging approaches).**

The goals of this communications plan are to:
Madison-Oneida BOCES 2020-2021 School Re-Opening Plan

- Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the most important actions that will support schools’ safe reopening and will help them stay open.
- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- Provide critical information and updates to all stakeholders about academic standards, meal program services, and access to other school-based essential services.
- Develop ongoing channels of communication with state and local health departments to stay updated on COVID-19 transmission and response in our localities.

Following is a non-exhaustive list of notifications that will be provided to students, staff, parents, visitors, or other appropriate audiences.

<table>
<thead>
<tr>
<th>Notifications</th>
<th>Communication Methods</th>
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<tbody>
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<td>Updates about the status of COVID-19 in the school and community</td>
<td>▪ MOBOCES website</td>
</tr>
<tr>
<td>Notification when there are COVID-19 cases in the school (no personally identifiable information will be shared)</td>
<td>▪ <a href="http://www.moboces.org">www.moboces.org</a></td>
</tr>
<tr>
<td>Explanation of what parents, students, teachers, and staff can expect when returning to school</td>
<td>▪ COVID-19 Updates and Resources</td>
</tr>
<tr>
<td>Logistics for arrival, departure; onsite and remote instruction; staffing; schedules; etc.</td>
<td>▪ Letters from District Superintendent</td>
</tr>
<tr>
<td>The importance of staying home when sick and staying home to monitor symptoms if close contact occurred with a person who tested positive for SARS-CoV-2</td>
<td>▪ Reopening Plan</td>
</tr>
<tr>
<td>Types of social distancing measures being implemented</td>
<td>▪ Program-specific communications-mailings</td>
</tr>
<tr>
<td>Expectations regarding face coverings and whether cloth face coverings will be available from the school.</td>
<td>▪ Direct instruction and/or training</td>
</tr>
<tr>
<td>Everyday healthy hygiene practices that will be implemented upon reopening (e.g., students, teachers, staff staying home when sick, hand hygiene, cleaning frequently touched surfaces)</td>
<td>▪ Posters/signage</td>
</tr>
<tr>
<td>Actions being taken to prevent SARS-Cov-2 transmission in buses, school buildings and facilities.</td>
<td>▪ Social Media Postings</td>
</tr>
<tr>
<td>Actions that families and households can take to help prevent the spread of COVID-19</td>
<td>▪ -Twitter</td>
</tr>
<tr>
<td>Actions families can take to manage anxiety about COVID-19</td>
<td>▪ -Facebook</td>
</tr>
<tr>
<td>Decisions about operational status, potential use of virtual learning if COVID-19 cases are identified among students, teachers, or staff</td>
<td>▪ Messaging</td>
</tr>
<tr>
<td>Guidance on caring for someone who is sick and for parents, guardians, and caregivers who are sick</td>
<td>▪ Voice/video messaging</td>
</tr>
<tr>
<td></td>
<td>▪ Traditional media/news outlets</td>
</tr>
<tr>
<td></td>
<td>▪ Series of virtual community meetings</td>
</tr>
</tbody>
</table>
Madison-Oneida BOCES 2020-2021 School Re-Opening Plan

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<tr>
<th>Notifications</th>
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<tbody>
<tr>
<td>Screening protocols</td>
<td>▪ Virtual employee meetings</td>
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<tr>
<td>Reopening plan, health and safety protocols</td>
<td></td>
</tr>
</tbody>
</table>

The BOCES Print Shop and School Communications Service will create and/or print signs that could be used by all districts to incorporate the best verbiage or depictions from other signage that is available. This will also provide uniformity of the message, serving to get the same message out on a regional level.

Examples of posters/signage that may be used include:

**General (48 CDC Posters)**
https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc

**Personal Responsibility to Protect Against the Virus**

**Hand washing**

**Social Distancing**

**Entryway Signs**

Guidance from the NYS Department of Health required school districts to host at least three public meetings with parents, community members, and stakeholders. Madison-Oneida BOCES hosted nine
public meetings, in three different focus areas, as well as two employee meetings. The meeting schedule was posted on the website.

**Adult Education Focus Area**
6:30 p.m. – 7:30 p.m. Monday, August 17th:
https://moric-org.zoom.us/webinar/register/WN_1_CojLauQ4WzvYuu5RA23w
2:00 p.m. – 3:00 p.m. Tuesday, August 18th:
https://moric-org.zoom.us/webinar/register/WN_WBrqNB0o0RCaPP7MDv66x5Q
10:30 a.m. – 11:30 a.m. Wednesday August 19th:
https://moric-org.zoom.us/webinar/register/WN_Pbt9C1JsTxO-g4F89CjTBg

**CTE Focus Area:**
9:00 a.m. – 10:00 a.m. Tuesday, August 18th:
https://moric-org.zoom.us/webinar/register/WN_vBqSOn5wRL2KtU0fbBEWwg
6:30 p.m. – 7:30 p.m. Tuesday August 18th:
https://moric-org.zoom.us/webinar/register/WN_Xgo53A8TRMOIFTxcfY7BqQ
2:00 p.m. – 3:00 p.m. Wednesday August 19th:
https://moric-org.zoom.us/webinar/register/WN_HJkRr_LXS6SkZumYyk8wkQ

**Special Education Focus Area**:
9:00 a.m. – 10:00 a.m. Wednesday, August 19th:
https://moric-org.zoom.us/webinar/register/WN_5-71JQK9TpafYW8dEW9cUA
6:30 p.m. – 7:30 p.m. Wednesday, August 19th:
https://moric-org.zoom.us/webinar/register/WN_VZFVMzNs6RszXuxZ2wTuyjA
2:00 p.m. - 3:00 p.m. Thursday, August 20th:
https://moric-org.zoom.us/webinar/register/WN_OuGLI_2TRyKFBhH5T4HXPA

**Early Childhood** meetings were scheduled in conjunction with the site-specific school districts.

**Employee meetings** will be held for Instructional and Non-Instructional Staff on Friday, August 21st by invitation.

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C3. Students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

In addition to posted signage, communications will be sent home to parents prior to the start of the school year. BOCES is also exploring the SafeSchools video series that is available through its insurance carrier at no extra charge. BOCES also provides Media & Library Services to participating school districts and BOCES programs. One of the service’s resources is the media library video streaming
service. This media library platform contains a variety of videos on health & wellness topics including hygiene, safety, and mental well-being. Recently, those videos have been updated to address COVID-specific topics such as social distancing and proper use of PPE. As they become available, additional, age-appropriate videos will continue to be added to the collection. BOCES instructors are encouraged to leverage these resources in their pursuit to educate their students on these topics. This instruction will take place in the first couple of weeks of school and periodic refreshers will be implemented.

C4. Encourage all student, faculty, staff and visitors through verbal and written communication to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings when social distancing cannot be maintained.

Correspondence, posted signage, and training of staff and students will reiterate the necessity of adhering to CDC and DOH guidance regarding the proper use of PPE. Supervisors will verbally remind staff; the protocol for welcoming and screening of visitors by reception staff also includes the requirement to wear PPE.

C5. Provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

Communications will provided in multiple languages and formats (e.g. large print) as necessary and as requested. BOCES is implementing an electronic messaging system that allow recipients to choose the language in which they would prefer to receive notifications.

Health and Safety [HS]

HS1. Analysis of in person capacity (based on distancing, PPE, transportation and hospital capacity)

Madison-Oneida BOCES has conducted an analysis of in person capacity based on space (square footage surveys), enrollments, and staffing and the requirements related to social distancing. The Facilities Division provided square footage data per building and division use and directors and department heads provided anticipated enrollment numbers and staffing information. Directors and department heads were also asked to identify their 12-month employee capacity and areas of concern. This analysis contributed to the proposed schedules included in this reopening plan.

Madison-Oneida BOCES will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement. BOCES is centralizing all face covering and PPE purchases as well as cleaning supplies, signage, and other COVID-related purchases through its Facilities Division. The intent is to procure a 90-day supply.

Component school districts provide transportation of students to and from the BOCES facility. BOCES busses are only used for contract trips associated with instructional programs, e.g. Summer Youth Employment Program and Career and Technical Education program trips to off-campus work sites. The logistics of those trips can be modified to meet social distancing requirements.

HS2. Identification of the school stakeholders and community members involved in planning

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<td>Access to technology, remote learning, program-specific information</td>
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### HS3. A communications plan (instructions, training, signage, and messaging approaches)

Same response as C2. The goals of this communications plan are to:

- Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the most important actions that will support schools’ safe reopening and will help them stay open.
- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- Provide critical information and updates to all stakeholders about academic standards, meal program services, and access to other school-based essential services.
- Develop ongoing channels of communication with state and local health departments to stay updated on COVID-19 transmission and response in our localities.

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## Notifications

| Everyday healthy hygiene practices that will be implemented upon reopening (e.g., students, teachers, staff staying home when sick, hand hygiene, cleaning frequently touched surfaces) |
| Actions being taken to prevent SARS-Cov-2 transmission in buses, school buildings and facilities. |
| Actions that families and households can take to help prevent the spread of COVID-19 |
| Actions families can take to manage anxiety about COVID-19 |
| Decisions about operational status, potential use of virtual learning if COVID-19 cases are identified among students, teachers, or staff |
| Guidance on caring for someone who is sick and for parents, guardians, and caregivers who are sick |
| Screening protocols |
| Reopening plan, health and safety protocols |

## Communication Methods

- Posters/signage
- Social Media Postings
  - Twitter
  - Facebook
- Messaging
- Voice/video messaging
- Traditional media/news outlets

The BOCES Print Shop and School Communications Service will create and/or print signs that could be used by all districts to incorporate the best verbiage or depictions from other signage that is available. This will also provide uniformity of the message, serving to get the same message out on a regional level.

**HS4. A protocol instructing staff to observe for signs of illness in students and staff and send symptomatic persons to the nurse.**

Madison-Oneida BOCES will inform and encourage staff to self-monitor for signs and symptoms of COVID-19 in themselves as well as observe for signs of illness in students.

Signs and symptoms include:

- Cough
- Shortness of breath or difficulty breathing
- Fever of 100.4 degrees or higher
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell
- This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea. The list of symptoms as identified by the CDC will be updated and communicated to all staff as necessary.

If staff observe any of these symptoms in staff or students or are aware of COVID exposure in the last 14 days, persons will be sent to the nurse’s office for assessment. The teacher or staff person will call the nurse’s office prior to sending students to minimize crowding in the office space and give nurse warning of a student exhibiting flu-like symptoms.

BOCES will implement a hall pass system in its on-campus programs in order to monitor student movement through the building in case contact tracing becomes necessary.
HS5. A protocol related to daily temperature screenings and screening questionnaires

*Students bused to Madison-Oneida BOCES main campus from school districts* – Students will go through a screening process at their home districts prior to coming to BOCES.

*Students transported to Madison-Oneida BOCES from their homes* - BOCES will do a temperature check upon arrival to the BOCES program site. Students presenting with a temperature greater than 100 degrees will be escorted to the nurse’s office for assessment.

*Employees* - Employees will be required to complete a daily questionnaire to certify they meet the guidelines for entry.

*Visitors* - Visitors will be required to complete the four question health assessment related to COVID and certify that they meet the guidelines for entry. Complete visitor management protocol can be found in response to HS8.

BOCES is exploring alternative methods and technologies that could modify and expedite the health screening process.

HS6. A requirement for ill students and staff to be assessed by the nurse.

All ill students and staff will be assessed by the school nurse or medical director and if a school nurse or medical director are not available, ill persons will be sent home for follow-up with a healthcare provider.

- Nurse will check the temperature for students/staff who have been sent to the nurse office for treatment.
- Nurse will check if the student/staff have symptoms that include fever, cough, shortness of breath, vomiting diarrhea etc. If yes, students are sent to the isolation room – separate from other nurse office and treatment space - to wait for parent pickup. Staff are sent home.
- Social distancing will be maintained in the nurse’s office. Capacity will be determined and posted.
- Visual aids (i.e., painter’s tape, stickers, etc.) will illustrate traffic flow and appropriate spacing to support social distancing.
- The door(s) in the Nurse’s office will remain closed to allow time for the Nurse to put on PPE before coming in contact with the student. Door knobs and other touch points will be frequently cleaned.
- Hand sanitizer and tissues will be readily available for use by students and staff.
- Open or foot-operated trash containers will be available in the nurse’s office.
- Screens may be set up in areas for daily nurse duties – giving meds, general first aid.
- Nurses will clean and disinfect between students. Appropriate cleaning supplies (e.g., disinfectant wipes) for cleaning of high-touch surfaces will be provided by Madison-Oneida BOCES.

HS7. A protocol to isolate persons with a temperature, symptoms, or flagging screening response.

Each BOCES department will designate a staff person to review the completed screening questionnaires and flag positive responses for assessment by the nurse.
At least one isolation room will be designated in each BOCES facility separate from other working, instructional, or nurse space to contain students and/or staff exhibiting COVID symptoms or responding positively to the screening questionnaire items. Students will be supervised.

Personnel entering isolation areas will be limited to nursing staff and student support staff if necessary. Due to the level of risk associated with assessing and having prolonged contact with potential COVID illness, staff entering the isolation room will be provided adequate PPE including face covering, face shield, and gloves.

Upon screening, ill students or staff will be sent home for follow-up with their healthcare provider. Parents will be notified to pick up their child. The parent/guardian will be advised to stay in their car and call the office to announce their arrival. The sick child will be escorted out at a safe distance, with both student and accompanying staff person wearing PPE, to have the parent/guardian sign the student out.

The isolation room will be closed off after use by a sick person and signage will be posted to ensure no one enters the area. If possible, the areas will sit up to 24 hours before cleaning and disinfecting. The area(s) will not be used until cleaning and disinfection has taken place.

### HS8. A protocol to address visitors which includes health screening.

Protocol and guidelines to address visitors, guests, contractors, and vendors include:

- Nonessential visitors to all physical locations will be limited.
- Meetings will be held via phone/virtual conference as much as possible.
- There will be no public use of school facilities until further notice.
- Visitors are encouraged to phone ahead from the parking lot to notify reception of their arrival.
- Building entrances on the main campus will be limited to swipe access for employees and designated visitor entrances will be identified with signage and communications.
- Reception staff and backups will be available and trained in the screening process.
- Reception staff will be in charge of maintaining the Continuous Log & Screening Assessment of each visitor who enters the site. They will ensure each person has a mask or face covering. Times of entrance and departure will be maintained as well as the purpose of the visit and the staff person meeting with the visitor.
- Visitors will be required to complete the four question health assessment related to COVID and certify that they meet the guidelines for entry.
- The questionnaire responses will be evaluated by the reception staff. Entry to the building will not be permitted if there are any positive responses. Surveys will be maintained in a designated, secure area.
- Visitors must follow the 6-foot social distancing mandate and follow regulations for wearing protective equipment to limit the spread of illness while on site.
  - If a visitor is not wearing a face covering/mask upon entry they will be directed to put one on.
  - Disposable face covering/mask will be available and easily accessed by visitors or the receptionist will hand one to the visitor.
  - Containers of face coverings/masks will not be placed where they could be touched or contaminated by visitors.
  - Signage on how to properly wear a face covering/mask will be posted in reception areas.
The receptionist will clean writing utensils and clipboards for sign in with a disinfectant wipe after each use.
- Reception seating and any toys, magazines, and other shared items will be removed.
- A protective barrier will shield receptionist.
- Markings/tape provide a visual indicator of 6 foot intervals to keep waiting visitors apart.
- Posted signage will communicate expectations and protocol for visitors, including face covering/mask requirement, social distancing, hand hygiene, etc.
- Extra supplies available for visitors in the reception areas will include: hand sanitizer, supply of face covering/masks, and disinfecting wipes or cleaning supplies.

### HS9. A protocol to instruct parents to observe for signs of illness that require staying home

As part of the communication plan, parents/guardians will be provided information to help them monitor their child for signs and symptoms such as:

- Cough
- Shortness of breath or difficulty breathing
- Fever of 100.4 degrees or higher
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell
- This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea. The list of symptoms as identified by the CDC will be updated and communicated to all parents as it becomes available.

If the child develops symptoms while at home, parents/guardians will be advised to notify BOCES and/or the home school district that there are COVID-like symptoms and keep the child home for physician follow-up and or self-quarantine.

### HS10. A protocol and appropriate signage to instruct staff and students in hand and respiratory hygiene.

Staff training will be provided to promote healthy hygiene practices. Training may include, but is not limited to, direct instruction from the BOCES Risk Manager and/or nurses, posted directions and illustrations; and possibly a video series, on topics such as:

- Proper hand washing techniques
- Use of hand sanitizer
- Respiratory etiquette, including covering coughs and sneezes

Also, as part of the communication plan, Madison-Oneida BOCES will post signage on how to stop the spread of COVID-19, proper hand washing technique, promote everyday protective measures, and the proper wearing of a face covering. Some examples include:

<table>
<thead>
<tr>
<th>Classroom, Office Area, and Common Areas Signage</th>
<th>Post CDC Hand washing Poster</th>
</tr>
</thead>
</table>

[8/20/2020]
HS11. A protocol to ensure all persons in buildings keep at least 6 feet whenever possible.

To ensure employees comply with physical distancing requirements, Madison-Oneida BOCES will do the following:

- 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.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site (e.g. clock in/out stations, health screening stations, reception areas)
- Limit in-person gatherings as much as possible and use tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

Common situations that may not allow for 6 ft. of distance between individuals:

- Custodial and Maintenance Work
- Bus Maintenance and Repairs
- Food Preparation and Distribution

Measures implemented to ensure the safety of employees:

- Ensure adequate Personal Protective Equipment (PPE) is available.
• Any time personnel are less than 6 ft. apart from one another, personnel must wear appropriate face coverings
• 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

HS12. A protocol detailing accommodations for persons at high risk (and those living with high risk).

Madison-Oneida BOCES will consider accommodations for persons at high risk (or living with someone at high risk) on a case by case basis. Employees may initiate such a conversation with the Personnel Office and COVID-19 Response Coordinator.

If the employee has documentation from their physician that they have a co-morbidity that places them at higher risk per the CDC or they have a document and diagnosed mental health issue, the ADA accommodations protocol will be followed.

If the request is not supported by physician documentation, the employee will be given an opportunity to discuss the request with the Personnel Office and COVID-19 Response Coordinator. Based on the circumstances presented, BOCES may opt to offer one or more accommodations such as additional PPE, additional or modification of existing health and safety protocols, or working remotely if feasible. BOCES will establish a set of standards based on job type to determine the feasibility of a remote work option and will apply those standards consistently across requests.

HS13. A protocol requiring all to wear a face covering whenever distancing cannot be maintained.

Face covering/masks shall be worn by all building occupants unless precluded by medical conditions (documentation may be required). Employees may wear their own cloth face covering or face covering/mask. Staff and students will be encouraged to bring their own cloth face covering but BOCES will provide disposable masks as necessary. Staff must adhere to the following guidelines:

• While on district premises, you must have in your possession a face covering/mask at all times.
• You must wear it immediately when in the presence of another at all times. The face covering must be in place before having any close contact and all the while you are having close contact with any other person. Close contact is defined as within six feet of another person (common hallways, restrooms or other areas).
• Responsible parties and faculty may use alternate PPE (e.g. face coverings that are transparent at or around the mouth) for instruction and interventions that require visualization of lip or mouth movement (e.g. speech therapy or students who are hearing impaired).
• Disposable face coverings will be provided by BOCES if needed.
• Disposable face coverings should not be laundered but disposed of properly.
• Face covering care will be the responsibility of the employee.
• When wearing the face covering, it must cover your nose and mouth completely and
  o Fit snugly but comfortably against the side of the face
  o Fully cover the mouth and nose
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- Be secured with ties, elastic or ear loops
- Include multiple layers of fabric
- Allow for breathing without significant restriction
- Be able to be laundered and machine dried without damage or change to shape

- Face Covering/masks should be washed daily. Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering. If face covering/masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask. Face coverings must be completely dry before wearing.

- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.

- Training will be provided to all staff members on the proper use of face coverings including:
  - How to Wear Face Covering Appropriately
  - How to Put on/Remove Face Covering
  - How to Properly Remove a Face Covering
  - Proper Care of Face Coverings

If socially distancing can be maintained and student and/or staff are in a singular office, contained and well-ventilated classroom, or outside, students and/or staff may take mask breaks during the day. This must be done in accordance with all other health and safety guidelines and at the discretion of the teacher or supervisor.

**HS14. A plan for maintaining supplies of cloth face coverings and PPE for health professionals.**

Madison-Oneida BOCES will provide appropriate PPE for health professionals based on the level of risk and exposure. This includes gloves, a gown, a face shield or goggles, and either a face mask or a respirator, depending on their job tasks and exposure risks. National Institute for Occupational Safety and Health (NIOSH)-approved, N95 filtering facepiece respirators or better must be used in the context of a comprehensive, written respiratory protection program that includes fit-testing, training, and medical exams. BOCES will coordinate with county health departments and local medical providers regarding any respirator fitting if deemed necessary.

All PPE purchases will be centralized through the Madison-Oneida BOCES Facilities division and a minimum 90-day supply will be maintained if availability permits.

**HS15. A protocol for actions to be taken if there is a confirmed case of COVID-19**

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

School administrators will collaborate and coordinate with local health officials to assess levels of community transmission and the extent of close contacts of the individual who tested positive. If the transmission of the virus within a school is higher than that of the community, or if the school is the source of an outbreak, administrators will work collaboratively with local health officials to determine if temporary school closure is necessary. A single confirmed case of COVID-19 will not likely warrant closing the entire BOCES main campus especially if levels of community transmission are not high.
BOCES 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, Madison-Oneida BOCES will adhere to the prevailing CDC and DOH guidance and:

- Close off areas used by ill person(s) and lock off area(s), signage will be posted to ensure no one enters the area. If possible, the areas will sit up to 24 hours before cleaning and disinfecting. The area(s) will not be used until cleaning and disinfection has taken place.
- After 24 hours, Facilities staff will open outside doors and windows to increase air circulation in the area.
- Facilities staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
- BOCES will communicate the situation as soon as possible to staff, parents, and students.
- In accordance with guidance for quarantine at home after close contact, staff in the classroom or office where the COVID-19-positive individual was based will typically need to quarantine at home. Additional close contacts at school outside of a classroom should also quarantine at home.

**HS16. A protocol for return to school following illness/ COVID-19 diagnosis or quarantine.**

Madison-Oneida BOCES will adhere to CDC and DOH guidance in its protocol for staff or students returning to school following illness, COVID-19 diagnosis, or quarantine. This protocol will be communicated to staff, parents, and students via the website, mailings, and conversations with appropriate BOCES leadership.

<table>
<thead>
<tr>
<th>Situation:</th>
<th>When can staff/student return to school:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive test for COVID-19, symptomatic or asymptomatic</td>
<td>After completing at least 10 days of isolation from the onset of symptoms or 10 days of isolation after the first positive test if they remain asymptomatic.</td>
</tr>
<tr>
<td>Close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms</td>
<td>Upon completing at least 10 days of isolation from the onset of symptoms. The New York State Department of Health considers a close contact to be someone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.</td>
</tr>
<tr>
<td>Close or proximate contact with a person with COVID-19 for a prolonged period of time AND is not experiencing COVID-19 related symptoms,</td>
<td>Upon completing 14 days of self-quarantine. However, if such an employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by their supervisor and a human resources (HR) representative in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to all health and safety protocols. The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after last exposure.</td>
</tr>
<tr>
<td>If an employee is symptomatic upon arrival at work or becomes sick with</td>
<td>The employee must be separated and sent home immediately and may return to work upon completing at least 10 days of isolation</td>
</tr>
</tbody>
</table>
Situation: COVID-19 symptoms while at the workplace, absent close or proximate contact with a person with COVID-19, from the onset of symptoms OR upon receipt of a negative COVID-19 test result.

Source: Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure, May 2020

**HS17. A protocol to clean and disinfect schools following CDC guidance.**

Madison-Oneida BOCES Facilities staff will:

- Create and document schedules for cleaning. This documentation should include dates, times, and scope.
- Ensure the availability of appropriate cleaning supplies (e.g., disinfectant wipes) for daily cleaning and cleaning of high-touch surfaces.
- Select appropriate disinfectants and consider effectiveness and safety. The U.S. Environmental Protection Agency (EPA) has developed a list of products that meet EPA’s criteria for use against SARS-CoV-2.
- Review product labels and Safety Data Sheets and follow manufacturer specifications.
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day.
- Ensure safe and correct application of disinfectants ensuring adequate contact times.
- Keep products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods.
- Not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility.
- Follow NYS DOH and/or local Public Health guidelines.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.
- Clean soft surfaces using soap and water or with cleaners appropriate for use on these surfaces.
- Place wipe-able covers on electronics and follow manufacturer’s instructions for cleaning and disinfecting. If there is no guidance, alcohol-based wipes or sprays containing at least 70% isopropyl alcohol will be used. Surfaces will be left to dry thoroughly.

**Cleaning/Disinfecting Procedure**

Using appropriate cleaners, spray bottles, buckets, soap and water. Facilities staff will:

**Step 1. Clean** (Cleaning reduces the number of germs, dirt and impurities on the surface.)

- Wear disposable gloves or any other required PPE to clean and disinfect.
● Clean surfaces using an appropriate cleaner ensuring friction on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area.
● Read all labels and follow instructions (PPE may be required).
● Use disposable cleaning products and/or change out cleaning cloths (microfiber) often.
● Clean surfaces prior to disinfecting
● Practice routine cleaning of frequently-touched surfaces, i.e. PE equipment, door handles, sink handles, drinking fountains and shared objects (toys, games, art supplies).

Step 2. Disinfect (Disinfecting kills germs on surfaces.)

● Ensure the area or item is cleaned with a cleaning agent before disinfecting
● Then disinfectant can be used
● Take all precautions on the label such as PPE, and safe handling procedures
● 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:
  o Keeping the surface wet for the entire contact/dwell time (see product label)
  o 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
  o ⅓ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
  o Bleach solutions should be made fresh and not kept for more than 24 hours
  o 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
  o Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer’s instructions for application and proper ventilation
  o Never mix bleach with ammonia or any other cleanser
  o Leave solution on the surface for at least 1 minute

Classrooms

● Teachers may be responsible for general cleaning within the classrooms and BOCES will provide appropriate cleaning supplies.
● Cleaning supplies will be kept out of reach of children.
● Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses.
● In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible.
● Trained Facilities staff will be responsible for heavier cleaning and disinfecting within classrooms at least once daily.

Cleanliness and Disinfection Standards Following Extended School Closure

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 (Hallways)
- Clean and disinfect high touch surfaces (but not limited to):
  - Drinking Fountains
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
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- 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/Nurse’s 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 (As necessary)

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

Restrooms
- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
  - Sinks
  - Faucets
  - Soap dispensers
  - Drinking Fountains
  - Door handles and push plates
  - Light switches
  - Handrails
- All trash receptacles emptied and trash removed from room
• Floors full mopped
• Clean Doors and Partitions in Restrooms and Locker Rooms
• Walls are spot cleaned
• Check that toilets, faucets, and drains are working
• Check Sanitary Napkin Boxes
• Clean Exterior of Dispensers
• Make sure all windows are locked
• Re-stock all paper and soap products
• Clean Baseboards - Weekly
• Clean Light Fixtures - Weekly
• Replace Lights (As necessary)

Other General Cleaning Guidelines:

• Individual office materials, e.g. writing utensils, and office supplies, will be used by only one dedicated person when possible.
• Office materials or equipment that cannot be designated will be cleaned frequently.
• Hand hygiene supplies will be placed in close proximity to shared equipment (printer/copier).
• Only appropriate, specifically-designated cleaning/disinfecting agents will be used on electrical equipment (copiers, computers, laptops).
• The removal of items and personal effects from surfaces will facilitate surface cleaning
  ○ Request that occupants remove items from the top of desks and other surfaces before leaving work each day
  ○ Identify items with likely surface contact that are difficult to clean (porous materials that cannot be cleaned effectively) and remove or replace with alternatives
  ○ Disposable products will be used when possible. Those products will be maintained, handled and cleaned per product instructions.

HS18. A protocol to conduct required safety drills with modifications ensuring social distancing.

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
Shelter-In-Place protocols will be the same with the following changes:
• Social distancing of 6 feet of space between students and staff will be maintained during the Shelter-In-Place.
• If the 6 feet distance between staff and students cannot be achieved, face coverings must be worn at all times during the event unless there is a medical or behavioral issue that prevents it.
• Extra face coverings will be available in the event that a person does not have one.

Hold-In-Place
Hold-In-Place protocols will be the same with the following changes:
• Social distancing of 6 feet of space between students and staff will be maintained during the Hold-In-Place.
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- If the 6 feet distance between staff and students cannot be achieved, face coverings must be worn at all times during the event unless there is a medical or behavioral issue that prevents it.
- Extra face coverings will be available in the event that a person does not have one.

**Fire Drills/Evacuate**
Evacuation protocols will be routinely the same with some minor adjustments:
- Areas outside of the building that will allow 6 feet of separation of students and staff, while not impeding emergency responders, will be identified and used for evacuation purposes.
- Face coverings must be worn at all times during the event unless there is a medical or behavioral issue that prevents it.
- Extra face coverings will be available in the event that a person does not have one.
- Evacuation procedures will 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.

**Lockout**
Lockout protocols will be the same, besides maintaining 6 feet of space 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 should be worn during the event at all times.
- Extra face coverings will be available in the event that a person does not have one.
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event.

<table>
<thead>
<tr>
<th>HS19. A plan for district/school run before and aftercare programs.</th>
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<tbody>
<tr>
<td>Madison-Oneida BOCES does not currently operate any before or aftercare programs.</td>
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<tbody>
<tr>
<td>The designated Madison-Oneida BOCES COVID-19 Safety Coordinator is:</td>
</tr>
<tr>
<td>Lisa Decker</td>
</tr>
<tr>
<td>Deputy Superintendent of Finance and Operations</td>
</tr>
<tr>
<td>315.361.5520</td>
</tr>
</tbody>
</table>

**Facilities [F]**
The Madison-Oneida BOCES Facilities Division provides a variety of building and operational maintenance services including, but not limited to, general cleaning and disinfection, electrical work,
HVAC, and plumbing. BOCES staff are responsible for completing routine maintenance work, preventive maintenance, emergency repairs and special projects.

General Health and Safety Guidelines:
Cleaning & Maintenance Staff will:

- Maintain social distancing as much as possible.
- Wear face coverings where other social distancing measures are difficult to maintain.
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor.
- Wear all required Personal Protective Equipment (PPE) when cleaning and using chemicals.
- 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.

F1. Assurances that the district will meet requirements related to building space changes and submit all changes to OFP.

There are no space changes planned in response to COVID-19. However, if this changes, Madison-Oneida BOCES will adhere to all relevant requirements, including the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.

F2. BOCES reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.

Madison-Oneida BOCES will conduct the Visual Inspection during the 2020 calendar year as per NYSED requirements.

F3. Provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.

Madison-Oneida BOCES, in collaboration with Oneida-Herkimer-Madison BOCES and Herkimer BOCES, released an RFP in winter 2020 to secure the services of a lead water testing contractor. The bid was awarded with the intent to schedule the testing between March and December 2020. However, the testing must be conducted while students are in the building and the water pipes are in use. Since the closing of school buildings in March 2020, conditions have prevented completion of the testing. Currently, the contractor is being scheduled to conduct the testing in October 2020 if students have returned and the contractor is available.

F4. Existing and new alcohol-based hand-rub dispensers are installed in accordance with FCNYS2020 Section 5705.5.

Existing and new alcohol-based hand-rub dispensers are installed in accordance with FCNYS2020 Section 5705.5.
### F5. Installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation require the submission of detailed floor plans to OFP for review.

So noted.

### F6. All new building construction and temporary quarter project will be submitted to OFP for a full code review.

No new building construction or temporary quarter projects are in development at this time.

### F7. Plans that include new facilities for leasing must provide a plan to consult with OFP for preliminary evaluation.

There are no plans to lease new facilities at this time.

### F8. Compliance with requirements related to tents.

There are no plans to use tents at this time.

### F9. Ensure that existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.

Existing toilet and sink fixtures are adequate and meet the minimum standards of the BCNYS.

### F10. Each building provides one drinking fountain per one hundred occupants or there is a plan for reasonable alternate sources of drinking water.

Existing drinking fountains are adequate and meet the minimum standards of the BCNYS.

### F11. Compliance with requirements related to ventilation (i.e. adequate, code required ventilation)

Madison-Oneida BOCES will provide adequate, code required ventilation systems.
- Building ventilation systems will be evaluated and adjusted to run according to optimal manufacturer recommendations.
- Occupied areas will be provided with mechanical ventilation of at least 15 cfm per occupant of outside air during periods of occupancy.
- Ventilation and air filtering capacity meet all guidelines but may be increased, within design parameters, e.g. increasing MERV filter ratings, on the recommendation of facility engineers.
- 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 will 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 will wear appropriate Personal Protective Equipment (PPE): A properly-fitted respirator (N95 or higher); eye protection (safety glasses, goggles or face shield); and disposable gloves. When maintenance tasks are completed, maintenance personnel will immediately wash...
their hands with soap and water or use an alcohol-based hand sanitizer.

**F12.** All project submissions only dedicated to “COVID-19 Reopening” will be labeled as such. So noted.

**F13.** Any reopening plan that includes the use of plastic separators must comply with the 2020 BCNYS Section 2606.

Polycarbonate separators, as advised by the NYS Office of Facilities (versus plexiglass) may be used and will comply with the 2020 BCNYS Section 2606.

**Child Nutrition [CN]**

The Madison-Oneida BOCES School Lunch Program provides cafeteria and food management services to five component school districts: Camden, Canastota, Oneida, Stockbridge Valley, Vernon-Verona-Sherrill as well as the full-day Special Education program on the Verona campus. A professional food service administrative team supervises the staffing, budgeting, purchasing and menu development of school lunch programs while working within the federal and state guidelines to provide nutritious meals to students.

**General Health and Safety Guidelines:**

BOCES food service employees working in a school district will abide by the rules and protocols established by that district.

On the BOCES main campus, Food Service Staff will:

- Maintain social distancing as much as possible.
- Wear face coverings at all times unless the employee is not in the food preparation area or in the serving area.
- Wear all required Personal Protective Equipment (PPE).
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, they will use an alcohol-based hand sanitizer containing at least 60% or 70% isopropyl alcohol.
- Use all chemical cleaners and disinfectants in accordance with manufacturer instructions.
- If possible, minimize shared workspaces.
- Place adhesive floor mats at entrances and at the entrances of food preparation areas.
- Cover any exposed clean silverware, dishes, glasses, pots and pans.

**CN1.** Provide students enrolled in the SFA with access to meals each school day (on-site & remote).

For the Verona campus full day program, the School Food Authority will be responsible for meals for approximately 136 students. Menus will be provided to students in the morning. Students will make meal choices and the meal slips will be returned to the kitchen staff by the homeroom teachers (by 9:30am). This gives food staff enough time to prep, cook, pack and store the meal for the designated lunch time.
Lunch periods will be staggered so that there are 3 cohorts of students, each group approximately 45 students.

Students will be escorted to the cafeteria by their teacher or staff person. Students will then proceed to and through the lunch line one-by-one, 6 feet apart. Cafeteria staff will have their meal, labeled for that particular student based on their meal choice, and they will proceed to the cafeteria or other designated space (gym, classroom, etc.) and to their assigned seat, which will be at least 6 feet from others. Servers will have all meal items properly stored for each customer, e.g. food items, milk choice, condiment, utensils, napkins etc.

When that cohort is done eating, a responsible adult will escort them back to class, cafeteria staff will clean the space and the next cohort will go through the same process.

If students are not on campus due to remote learning, their meals will be provided through their home school district.

**CN2. A plan to address all applicable health and safety guidelines.**

School lunch staff will adhere to all health and safety guidelines, including:

- **Have adequate supplies to support healthy hygiene behaviors,** including soap, hand sanitizer with at least 60% ethanol or 70% isopropyl alcohol (for staff and older children who can safely use hand sanitizer), tissues, wipes, and no-touch trash cans throughout the area.
- **Ensure adequate PPE is available and used properly.**
- **Identify shared equipment for all areas of operations and implement disinfection protocols.**
- **Clean and disinfect tables and other high touch areas between uses of the cafeteria or other designated eating spaces.** Servers will provide all meal items for each individual student, e.g. food items, milk choice, condiment, utensils, napkins etc. and encourage students to not share items, not offered in bulk for students to touch.
- **Disposable napkins will be provided.**
- **There will be no self-serve items in the cafeteria.**
- **Napkins and silverware are provided directly by staff, not for individuals to grab**
- **Disposable trays and silverware will be used and enclosed in individual containers.**
- **Engineering controls such as sneeze guards are in place in the cafeteria.**
- **Tape markers or visual cues will be placed on the floor six feet apart to promote social distancing while waiting in line.**
- **There will be no pot lucks, food sharing, or family style serving.**
- **Servers and cashiers will be afforded additional protection via additional PPE and/or physical shields.**
- **If necessary, the Food Service could provide food delivery on carts to classrooms.**

**CN3. A plan to protect students with allergies, if providing meals in spaces outside the cafeteria.**

At this time, students will be provided meals in the cafeteria and protocols are established to protect students with food allergies.

**CN4. Protocols for hand hygiene before and after eating and discouraging food/beverage sharing.**
Students will be required to wash their hands before and after eating and discouraged from sharing food, beverages, utensils, or anything in the cafeteria via posted signage and adult supervision/reminders.

**CN5. Protocols for cleaning/disinfection between groups of students in common areas.**

**General Cleaning and Disinfecting:**
- Surfaces and items will be cleaned with soap and water or another detergent.
- An EPA-registered disinfectant will then be applied following manufacturer instructions.
- Staff will wear proper PPE and ensure adequate ventilation during use of cleaning products.
- Diluted bleach solutions may also be used if appropriate for the surface.
- Cafeteria staff will be responsible for general cleaning and disinfection of tables, chairs, partitions, and high touch surfaces in the cafeteria between cohorts. BOCES will provide appropriate cleaning supplies.
- Disinfectants will be applied safely and according to manufacturer instructions.
- Disinfectant products will be kept away from children.
- Trained Facilities staff will be responsible for heavier cleaning and disinfecting the cafeteria at least once daily, to include:
  - Tables
  - Chairs
  - Partitions
  - Handles on equipment (faucets, ovens, mixers)
  - Drinking fountains
  - Ice Machines
  - Door handles and push plates
  - Light switches
  - Shared equipment (telephone, desktops, cash register, computer keyboards).
  - All trash receptacles emptied and trash removed from area
  - Floors fully mopped
  - Window in the door is cleaned at minimum once per week
  - Walls are spot cleaned
  - Clean/Disinfect sink and toilet area if applicable
  - Re-stock all paper and soap products
  - Clean Baseboards - Weekly
  - Clean Light Fixtures - Weekly
  - Replace Lights (as necessary)

**CN6. A plan to ensure compliance with Child Nutrition Program requirements.**

The Madison-Oneida BOCES Food Service will continue to provide nutritionally balanced meals that meet all federal requirements related to food choices, meal patterns, and methods of preparation, as well as continue to offer the lunch at a free or reduced price to eligible students.

**CN7. Protocols for communication with families through multiple means and in family languages.**
Communications with families regarding child nutrition programs will be made available in multiple languages and formats as necessary and required through the home school district. For on-site full day BOCES students, communication methods will include letters home and the BOCES website.

**CN8. Students must maintain social distancing of 6 feet while consuming meals in school unless a physical barrier is provided.**

Students will proceed to and through the lunch line one-by-one, 6 feet apart. Cafeteria staff will have their meal, labeled for that particular student based on their meal choice, and they will proceed to the cafeteria or other designated space (gym, classroom, etc.) and to their assigned seat, which will be at least 6 feet from others.

**Transportation [T]**

The Madison-Oneida BOCES Central Bus Maintenance program provides participating districts/clients with a one-stop, systematic maintenance and repair program for all district-owned school buses and support vehicles. The service provides all regularly scheduled service and necessary repairs, and it meets all state Department of Transportation, state Department of Motor Vehicles and State Education Department requirements for maintenance and record keeping. The program assists districts in bus and vehicle purchasing by providing data on maintenance costs, comparisons by make and model, research on bus specifications and information on equipment options. Madison-Oneida BOCES does not provide daily transportation for students to and from school. BOCES provides bus transportation for instructional program trips, e.g. Summer Youth Employment Program and Career and Technical Education program trips to off-campus work sites, as well as some contracts with other entities for additional trips.

**General Health and Safety Guidelines:**

- Social Distancing will be maintained on the bus. As a density reduction strategy, one student per seat will result in approximately 22 students on a 66-passenger bus.
- Students will be required to use face coverings unless a medical condition or disability prevents them from doing so. Cloth face coverings from home will be encouraged but BOCES will provide disposable masks as necessary.
- Siblings or those who live in the same household may sit together.
- Students will be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going from school to a home or work site.
- Arrival and departure activities will be supervised to ensure social distancing.
- Floor decals or tape will indicate where students should sit and six-foot distances in aisles.
- BOCES will keep a log of attendees on trips in both directions, to and from the BOCES site. Upon request, BOCES may need to supply the log of passengers in addition to cleaning logs in the event the school district or local public health department conducts contact tracing due to exposures either at the school, BOCES, other site, or during transportation.
- Social distancing will also be encouraged in the bus garage, office, and dispatch areas:
  - Eliminate lounge areas
  - Create one-way walkways
  - Require appointments to see management/office staff
  - Eliminate gathering at dispatch area
Limit non-essential visitors to the transportation operations center

**T1. Assurance that all buses used every day are cleaned/disinfected once a day.**

Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day, the entire bus will be cleaned and disinfected. Daily cleaning includes trash removal, sweeping floors, cleaning windows and walls, wiping all surfaces with disinfectant wipes. Only those cleaning and disinfecting products approved by the EPA will be used in accordance with usage instructions. Staff will wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect. Proper ventilation during cleaning and route operation will be achieved by opening windows, roof hatches, and turning fans on as appropriate. All cleaning and disinfection activities will be documented on a maintenance log for each vehicle.

**T2. Assurance that high contact spots are wiped down after each run.**

After each bus run, the driver or attendant will wipe down high touch surfaces such as bus seats and seat backs, seat belts, door handles, handrails, and the driver operator area with a disinfectant wipe or product approved by the EPA.

**T3. Assurance that buses are not equipped with hand sanitizer.**

Busses are not equipped with hand sanitizer due to its combustible composition and potential liability to the district.

**T4. Assurance that school bus drivers, monitors, and attendants must not carry personal bottles of hand sanitizer with them on school buses.**

As part of the training and periodic reminders, staff will be reminded to not carry personal bottles of hand sanitizer with them on school buses.

**T5. Bus personnel wear a face covering along with an optional face shield.**

Madison-Oneida BOCES will encourage personnel to provide their own cloth face covering but will provide a disposable face covering and additional PPE as necessary to all bus personnel. Staff will be trained in the proper usage of such PPE.

**T6. Bus personnel are trained on the proper use of PPE and the symptoms of COVID.**

Madison-Oneida BOCES will provide training to all employees on the proper use of PPE and the symptoms of COVID. Additionally, BOCES contracts with the Pupil Transportation Safety Institute (PTSI) to provide twice-annual school bus driver training to bus personnel. This will be done in an online format this year. As part of this training, participants will also be provided information about PPE and COVID-related issues.

All bus personnel and students will be required to use face coverings unless a medical condition or disability prevents them from doing so. Cloth face coverings from home will be encouraged but BOCES will provide disposable masks as necessary.

**T7. Transportation staff will be trained and provided periodic refreshers on the proper use of social distancing.**
Madison-Oneida BOCES will provide training to all employees on the proper use of social distancing. Additionally, BOCES contracts with the Pupil Transportation Safety Institute (PTSI) to provide twice-annual school bus driver training to bus personnel. This will be done in an online format this year. As part of this training, participants will also be provided information about COVID-related issues for transportation.

Social distancing will be maintained on the school bus. As a density reduction strategy, one student will be seated per row, all students wearing masks. This results in approximately 22 students on a 66-passenger bus. Siblings or those who live in the same household may sit together. Staff will also configure wheelchair placement to ensure social distancing of six feet. Floor decals or tape will indicate where students should sit and six-foot distances in aisles. Arrival and departure activities will be supervised to ensure social distancing.

T8. **Carriers provide PPE (e.g. masks and gloves) and hand sanitizer in transportation locations.**

Madison-Oneida BOCES will provide all appropriate PPE and hand sanitizer stations in all program locations, including the Costello Transportation Center. Hand sanitizer will meet CDC recommendations that it contain at least 60% ethanol or 70% isopropyl alcohol.

T9. **Ensure hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee break/lunch rooms, and or bus garages.**

Madison-Oneida BOCES will install hand sanitizer stations in all program locations, including the Costello Transportation Center.

T10. **Bus personnel who must have direct physical contact with a child must wear gloves.**

Gloves will be made available as part of the necessary PPE for bus personnel.

T11. **Bus personnel perform a self-health assessment for COVID symptoms before work.**

All BOCES staff will be encouraged to assess their own health condition prior to arriving for work and will be required to complete and sign off on a four-question assessment before commencing work activities.

T12. **Students must wear a mask on a school bus if they are physically able.**

T13. **Students who do not have a mask will not be denied transportation.**

T14. **Students who do not have masks must be provided one by the district or BOCES.**

T15. **Students with a disability which prevents them from wearing a mask will not be forced to do so or denied transportation.**

All students will be required to wear a face covering unless a medical condition or disability prevents them from doing so. Cloth face coverings from home will be encouraged but BOCES will provide disposable masks as necessary. No student will be denied transportation.

T16. **Students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.**
Students in BOCES programs will be provided training on the proper use of PPE and the signs and symptoms of COVID-19 via instructional, nursing, and/or administrative staff either in-person or as part of a video series pertaining to COVID-19 issues. Communications and printed signage posted on the bus will provide daily reminders.

T17. Students will be trained and provided periodic reminders on the proper use of social distancing.

Students in BOCES programs will be provided training on the proper use of social distancing via instructional, nursing, and/or administrative staff either in-person or as part of a video series pertaining to COVID-19 issues. Printed signage posted on the bus as well as visual indicators (floor decals or tape) will provide daily reminders of where students should sit and stand to ensure six-foot social distancing.

T18. If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program has placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.

Students are entitled to transportation by the district to the extent required by law. At this time, BOCES does not provide daily pupil transportation service to public or private schools. Component districts use their own transportation to and from the BOCES site(s).

Social Emotional Well-Being [SE]

Upon arrival back to schools during the COVID-19 pandemic, both faculty and staff may require mental health services or social emotional supports. Madison-Oneida BOCES has been very proactive in the past years regarding Social Emotional learning and established a culture that supports mental well-being for students and staff. This commitment will continue in force during the 2020-2021 academic year.

SE1. Comprehensive developmental school counseling program plans are updated.

Madison-Oneida BOCES K-12 Alternative and Special Education Division administrators, counselors, social workers, and other appropriate staff have developed, implemented, and regularly update its Mental Health Literacy Action Plan designed to deliver effective mental health education instruction in the classroom, while also embedding mental health well-being within the context of the entire school environment. The plan is based on NYS Education Law 804, the NYS Framework for Mental Health Education and Instruction, and the Division’s whole school, whole child, multi-tiered approach to mental health. The school counseling/guidance program is reviewed and updated regularly.

SE2. Establishment of an advisory council to inform the comprehensive developmental plans.

The Special Education Division is the only full-day student program on campus and a comprehensive developmental plan is currently in place for those students. The plan is reviewed and revised by an advisory council comprised of administrators, counselors, social workers, other appropriate personnel.

Additionally, in order to address social emotional wellness across the organization, Madison-Oneida BOCES has established an organization-wide SEL advisory council that began meeting in July 2020. The group is comprised of representatives from BOCES instructional and non-instructional service divisions and is using the CASEL guide for schoolwide SEL implementation. There are four focus areas: 1) Build SEL team awareness, commitment, and ownership; 2) Strengthen Adult SEL competencies and capacity; 3) Promote SEL for students; and 4) Practice continuous improvement. Goals are the three
NYS SEL goals: 1) Develop self-awareness and self-management skills essential to success in school and in life; 2) Use social awareness and interpersonal skills to establish and maintain positive relationships; and 3) Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

**SE3. A plan to provide mental health, behavioral, and emotional support services and programs.**

As part of the Special Education Mental Health Literacy Action Plan, multiple effective, efficient, and evidence-based practices and strategies are in place to support students in Special Education programs, including:

- PBIS
- Restorative Practices/Restorative Justice
- Mental Health Support
- Social Emotional Learning (SEL)
- Interconnected Systems Framework
- Trauma Sensitive/Informed Schools

In Early Childhood, Madison-Oneida BOCES worked collaboratively with Ready 4 Kindergarten (R4K) partners to secure a grant from the Council on Children and Families to provide “Positive Solutions for Families” training and information for families in a three-county region. This training will support social emotional skill development for children birth to age five and is scheduled to happen from August 2020 through December 2020. This will be another avenue to provide a variety of COVID-19 and NYS Pyramid Model parent information and community service resources in one place. The transition of students back into a variety of environments will be difficult, and this parent support and training will help facilitate effective transitions.

Madison-Oneida BOCES also offers a service to participating school districts and BOCES programs designed to address student social/emotional issues, led by a Behavioral Specialist. Services include, but are not limited to: consultation, behavior strategies, provision of intervention materials. Information and resources on behavior and social-emotional issues, professional development activities, and CPI Crisis Intervention Training (Crisis Prevention Intervention).

To support staff across the organization, Madison-Oneida BOCES contracts with OCM BOCES to make an Employee Assistance Program (EAP) available at no cost to all employees. The EAP is a voluntary and confidential program staffed by professional mental health practitioners designed to help employees and their family members resolve difficulties that may be affecting their personal lives or job performance. EAP services include an initial assessment, treatment planning, short-term counseling (if needed), referral and follow-up services. The EAP also provides numerous free workshops and monthly information on a variety of wellness topics.

Additionally, as part of its continuous improvement initiative, Madison-Oneida BOCES has a Health & Wellness Committee charged with sharing information and resources to support staff wellness in multiple aspects: physical, social, emotional, intellectual, financial, and spiritual. The committee shares information via the MOBOCES website and a quarterly newsletter for employees.

**SE4. A plan to provide PD for staff on how to support students and for developing resiliency skills.**
The plan to provide Professional Development to Special Education Staff in the 2020-2021 academic year includes training, workshops, speakers, conference day events, and faculty meetings on topics such as:

- Culture of Care: Focus on Adult SEL
- Capturing Kids Hearts (Building Wide). Training for staff that still need to go.
- Motivational speakers that overcame obstacles through relationships and resiliency.
- Restorative practices
- Conscious Discipline with STARRS and TRI K-6.
- Anti-bullying and positive school climate
- Trauma Informed/Sensitive Schools.
- Alignment with NYS Counseling Plan
- Parental involvement and engagement
- PBIS-Tier 1 and Tier II supports
- CPI Resources for Trauma Informed Care and its impact on behavior.
- TRI Collegial Circle-SEL

Other professional development resources include:

Madison-Oneida BOCES is certified to offer instruction in the Pyramid Model, a program of the NYS Early Childhood Advisory Council, to early childhood providers, administrators and support personnel. The Pyramid Model, also called the Center on the Social and Emotional Foundations for Early Learning, is a conceptual framework of evidence-based practices for promoting young children’s social and emotional competence and for preventing and addressing challenging behavior. The Pyramid Model is New York State’s preferred social-emotional curriculum for early education settings.

MOBOCES has the only certified instructor in Madison County and one of three in Oneida County. The Madison County Health Department received a grant from the Health Foundation for Western & Central New York to provide free Pyramid Model training for providers working with Madison County children birth to age 5 years. The training costs will be fully covered by the grant, so there will be no cost to participants. Madison-Oneida BOCES’ Master Cadre will provide these virtual trainings throughout August and September of 2020.

Madison-Oneida BOCES is also certified to offer Youth Mental Health First Aid, an evidence-based curriculum that teaches a 5-step action plan to offer initial help and community resources to young people showing signs of a mental illness or who are experiencing a crisis. This course is designed for adults who work with young people, ages 12-18 such as teachers, coaches, leaders of faith communities, social workers and other caring citizens who work with youth.

From April to June 2020, Colleen Wuest, Early Childhood Director and SEL trainer, facilitated a Mindful Mondays series for all district and BOCES staff to build adult resiliency and SEL skills. This will likely continue monthly throughout 2020 to support adults working with students.

The Madison-Oneida BOCES Staff and Curriculum Development division offers SEL training opportunities and resources on its web page https://www.moboces.org/programs_services/scd.
School Schedules [SS]

SS1. School schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models to be considered if the situation warrants.

Adult Education

Vocational classes and class times will be staggered to reduce foot traffic. Schedules will be posted and provided to enrolled students. In larger classes such as Cosmetology, alternate approaches will be considered such as A/B schedules or remote instruction as feasible. Adult Education has already transitioned many of its instructional programs to hybrid and online courses using multiple platforms such as Ed2Go and UGotClass. In classes that require in classroom instruction, such as the Security Guard training, class size has been reduced and social distancing and PPE requirements implemented.

Career and Technical Education

Anticipated enrollment for CTE programs in 2020-2021 is at 1200 students from across the nine component school districts. Typically, there is a morning and an afternoon cohort with students spending half a day in their home school district and half the day at the Rossetti Education Center, five days a week.

In order to maximize staff and student safety and meet all applicable guidelines, it is proposed that CTE students (juniors and seniors) are scheduled on an A/B day rotation with each unique cohort attending in person two days per week. When not on campus on alternate days, instruction will be provided remotely. On the fifth day, all CTE instruction will be delivered remotely. It is intended to focus remote learning on concepts, theories, and academic skills (English, Social Studies, etc.) while time on campus will be devoted to hands-on, lab experiences that focus on skill development.

Early Childhood Education/PreK

Madison-Oneida BOCES provides PreK programming in four districts:

- Canastota: 4 half day sections serving up to 72 children ages 3-4
- Chittenango: 1 half day section serving up to 18 children ages 3-4
- Morrisville-Eaton: 1 half day section serving up to 18 children ages 3-4
- Stockbridge Valley: 2 full day sections serving up to 36 children ages 3-4

PreK schedules will be determined by the hosting school district and those have yet to be decided.

Special Education

Students in Special Education programs on the Madison-Oneida BOCES campus will attend on-site instruction five days a week.

Students in Special Education programs in the VVS schools (Middle School, JD George, etc.) will attend four days a week: Monday, Tuesday, Thursday, and Friday to align with VVS school schedules.

Attendance and Chronic Absenteeism [ACA]

ACA1. Mechanisms to report daily teacher/student engagement or attendance while in a remote or hybrid schedule.
Classroom teachers are responsible to complete daily student engagement logs which track daily contact with students. Teachers also track student assignment submittal on their google classroom instructional platform on a daily basis which provides teachers with an additional measure of student engagement in a remote learning or hybrid schedule.

**Technology and Connectivity [TC]**

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<tr>
<th>TC1. Identification of staff and students’ access to devices and high-speed Internet for all students and teachers in their places of residence.</th>
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Component school districts will gather data through parent surveys and communicate results to BOCES for students who attend BOCES programs.

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<tr>
<th>TC2. A plan to address staff and students’ technology needs, to the extent practicable for those without sufficient access.</th>
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BOCES is working in collaboration with participating districts to assess any gaps in access and/or devices. Most BOCES students are provided devices already through their home district. BOCES is planning to purchase devices as needed.

For early childhood programs, child access to technology is not mandated. Consequently, Madison-Oneida BOCES may offer it but will supplement with authentic learning experiences.

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<tr>
<th>TC3. A plan to provide multiple ways for students to participate in remote learning and demonstrate mastery of Learning Standards in remote or blended models, especially those without IT.</th>
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</table>

Students will be able to engage in remote learning and demonstrate master of learning standards in a remote or blended model, including: digital instruction and assessment, printed materials and assessment, portfolios of student work, and/or other means.

**Teaching and Learning [TL]**

<table>
<thead>
<tr>
<th>TL1. A continuity of learning plan (including in-person, remote, and hybrid models of instruction).</th>
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</table>

New York State students are entitled to a free public education. All students must have the opportunity to feel safe, engaged, and excited about their learning whether in-person, remote, or some combination of the two. Madison-Oneida BOCES is committed to putting individual student needs and equity at the center of all learning experiences.

**General Teaching and Learning standards:**

- All schools must provide 180 days of instruction each school year.
- Instructional days will be counted for programs that are delivered in-person, remotely, or through a hybrid model.
- Instruction modality will be flexible to accommodate school closures.
- All instruction will be aligned with the outcomes in the New York State Learning Standards.

**Adult and Continuing Education**
As per COVID-19 guidance provided by the NYS Education Department as it relates to WIOA adult literacy programs, NYSED does not have an approved universal mechanism to introduce online learning opportunities for adult literacy students that would be appropriate for all levels of learners, all funding streams, and all capacities within our programs.

For all programs, if literacy programming is suspended or cancelled by the program’s employer, that program must comply and suspend services temporarily and follow the direction of their employer. Any time spent directing students from a distance does not represent instructional time. Use of online telecommunication platforms such as Zoom, Google Classroom, etc. do not constitute face to face programming as required under SED-administered funding sources. These will not be fundable.

However, programs are encouraged to refer students to CollectEdNY.org, TeachingtotheCore.org, or to any one of the RAEN websites for instructional resources that can be shared with students. Programs are also encouraged to keep in touch with students via email, text, and social media avenues; sharing resources with students is encouraged with the goal of keeping students connected to your program so that when classes resume, you are able to invite students back to class.

EPE does support a number of distance education programs that could be expanded to serve students currently served by classroom instruction. NYSED can amend EPE applications upon request at any time of year if no additional funds are requested. Distinctions between traditional distance education programs and FAST TRACK GRASP must be maintained. Only programs with prior approval for FAST Track GRASP will be allowed to expand. In all cases, student eligibility limitations must be strictly adhered to. This includes educational levels that are reiterated below:

- **SMART (students in NRS level 2-4)** a prescribed Math and Writing program delivered in a digital or print format.

- **GRASP (students in NRS level 4-6)** teacher selects study materials from a variety of publishers to develop customized digital or printed work packets for students.

- **Crossroads Café (ESL NRS levels 2-6)** a video-based program with student workbooks tailored for 4 levels of proficiency. Videos are available to stream through a few different platforms. This is a product of KET. Teachers may provide additional customized materials to students in digital or print form. Some of the resources used are Side by Side; We Speak NY, and CUNY Career Framework Career Kit materials.

- **NEDP (students in NRS Level 5-6)** 100% computer-based; student enrollments are already set and will not change through the duration of the school closure.

- **Fast Track Math Packets (students of any NRS level may engage)** self-paced, self-directed math packets delivered either digitally or in print form.

- **Synchronous tutoring**: Provided through a variety of digital platforms, or telephone limit to 3 hours per week per student and may be done with groups of students simultaneously.

To the extent possible, Madison-Oneida BOCES Adult Education has already transitioned many of its instructional programs to hybrid and online courses using multiple platforms such as Ed2Go and UGotClass. In classes that require in classroom instruction, such as the Security Guard training, class size has been reduced and social distancing and PPE requirements implemented.
Career and Technical Education (CTE)

BOCES must ensure that all applicable New York Learning Standards are met as well as requirements for applicable industry certifications or other postsecondary credentialing. Additionally, for those programs in fields such as health sciences, clinical hours are also mandated.

Anticipated enrollment for CTE programs in 2020-2021 is at approximately 1200 students from across the nine component school districts and in neighboring districts through cross-contracts. Typically, there is a morning and an afternoon cohort with students spending half a day in their home school district and half the day at the Rossetti Education Center, five days a week.

In order to maximize staff and student safety and meet all applicable guidelines, it is proposed that CTE students (juniors and seniors) are scheduled on an A/B day rotation with “A” students attending Rossetti on Mondays and Tuesdays and “B” students attending on Thursdays and Fridays (or some other similar rotating schedule TBD). When not on campus on alternate days, instruction will be provided remotely and on Wednesdays, all CTE instruction will be delivered remotely. It is intended to focus remote learning on concepts, theories, and academic skills (English, Social Studies, etc.) while time on campus will be devoted to hands-on, lab experiences that focus on skill development. Health and safety guidelines will be implemented, in particular, CTE laboratory spaces will be configured to accommodate social distancing policies and cleaning protocols will be in place.

Remote learning will be done digitally but will also include print packets for students without access to technology and Internet.

The CTE Teacher, Teaching Assistant, as well as support staff will connect with their students on a daily basis.

CTE administrative team is exploring grading options and options for getting work packets back from students in collaboration with home districts. CTE administrative staff will be working collaboratively with technology team to determine student home Internet and device access.

To the greatest extent possible, CTE will continue to provide the special education services as identified in the IEP. Teachers, Teacher Assistants, and support staff are in contact with students to determine what assistance can be provided. The School Counselor is also in contact with students identified in need of extra social-emotional assistance.

Virtual learning platforms and technologies to be used may include Google Classroom and Google Meet, etc. Teachers have provided a mix of resources for students; including, but not limited to, digital textbooks, Google Classroom, videos, etc. Student/Teacher Communication will be done through G Suite for Education, email, phone, and closed group social media.

BOCES will work with business and industry partners to identify and ensure safe and healthy work-based learning opportunities; either in-person or remotely. As opportunities may be limited due to COVID-19, priority for these experiences will be given to those students who need work-based learning hours to meet graduation or CDOS exit credential requirements. BOCES may exercise discretion if a student is not able to meet the minimum hours required for the program and/or credential being sought.

Health Sciences students are required to complete supervised clinical hours under Department of Health regulations.
**Early Childhood Education**

Whether instruction is provided in-person, remotely, or through a hybrid model, the needs of our youngest learners will be addressed. First and foremost, are health and safety considerations:

- There will be no family-style eating; snacks and/or meals will be individually-packaged.
- Children eligible for free/reduced lunch are entitled to a meal and BOCES will follow school district guidelines for meal distribution.
- Children will be required to follow hand washing protocol as set forth by NYS Quality Stars program and guidance.
- Napping materials, if used, will be sanitized daily.
- Center-based learning will be adjusted to avoid multiple children using at the same time.
- As possible, individual sets of materials will be used and cleaned in between uses.
- Strategies and practices that encourage physical contact, such as hand-holding buddy systems, will be discouraged.
- Innovative strategies, the use of individual hula hoops or pool noodles for example, will encourage spacing during circle time or other activities and be used as visual markers to assist young learners with understanding distancing requirements.
- All general health and safety standards will be align with district protocols.

All program elements will adhere to Quality Stars standards and expectations.

In a remote or hybrid model, the use of screen time will be limited and supplemented with authentic learning experiences and materials for families.

Teachers will connect with families and students 5 times per week using multiple methods: electronically, “on call” for questions 1x a week; phone calls to families weekly; daily instructional lessons and producing materials to send digitally and in paper format.

Materials will be delivered and available to families to conduct formative and ongoing assessments and provide supports. Portfolios will be collected (parent sending in pictures of completed work or sharing projects) to document completed and ongoing work at home.

Student Internet and Technology Access: Program staff conducted a survey, and the majority of students have home Internet access. If they cannot access live sessions, we are offering a recorded session at a later time (both synchronous and asynchronous). Virtual learning platforms and technologies to be used include: Phone, Zoom, Google Classroom and Google Meet.

**Special Education**

Students in Special Education programs on the Madison-Oneida BOCES campus will attend on-site instruction five days a week.

Students in Special Education programs in the VVS schools (Middle School, JD George, etc.) will attend four days a week: Monday, Tuesday, Thursday, and Friday to align with VVS school schedules.

If remote or hybrid model is or becomes necessary, the focus will be on maintenance of skills and Regents preparation. Introduction of new skills will be taught via digital platforms or on the telephone as feasible. Implementation of all aspects of student IEPs to the best of our ability including related services.
Learning will take place through distance instruction, virtual, online, or telephone. K-6 content will be paper-based. Grades 4-12 content will be delivered via digital platform such as Google Classroom and HMH programs. Middle schools students access to digital work will be evaluated based on appropriate use of technology.

Teachers will call families weekly to provide instructional support while social workers and behavior specialists will call for social emotional check-ins. TRI elementary, middle and high school created a telephone schedule to ensure families are not getting several phone calls a day.

Assessments will be delivered over the phone, utilizing Google Classrooms, and grading paper-based packets that are returned. Normal grading procedures will be followed and adapted based on additional guidance.

Students with disabilities will be supported to the greatest extent possible based on the IEP and family willingness to support and engage. A therapy schedule will be developed for each student able to do modified therapy through telephone. For other students, develop a paper-based approach.

Individualized instructional material will be sent home. Strategies such as flipped classroom and project-based learning will be implemented to support remote instruction. Additionally tools such as Google Hangouts and the phone will be used for communication. Students will also have access to accessible reading materials, audio recordings of books, lessons etc. or read over phone, digital video services including captioning for ELLs, sign language, etc., time extensions for assignments and assessments.

Teachers have access to G Suite for Education along with other communication tools such as phone and email. Instructional resources include existing products teachers are using in the classroom to support teaching and learning.

**Special Education, NYSAA**

Students in Special Education programs on the Madison-Oneida BOCES campus will attend on-site instruction five days a week.

Students in Special Education programs in the VVS schools (Middle School, JD George, etc.) will attend four days a week: Monday, Tuesday, Thursday, and Friday to align with VVS school schedules.

If remote or hybrid model is or becomes necessary, the focus will be on the review of prior knowledge and maintenance of skills developed and learned and linked to students’ IEP goals. New Learning based on CB-A Pacing Map, NYSAA Performance descriptors and Essential elements and set curriculums (I-Read, Rd A-Z or alternative, Unique Learning or alternative, Equals Math or alternative, PECS). Life skills that are conducive to home-based instruction will also be taught.

Content will be delivered in a hybrid model to support equity of access for both digitized and paper-based tools. Teachers will utilize a digital platform and/or the phone for students to be access content and instructional supports.

Self-contained classroom teachers will communicate with students three times per week, and parents or caregivers two times per week, via phone, email, Google Classroom/Hangouts. Will also work towards a combination of group/individual activities/interactions. APE work towards one group meet with students per week, could be combined with PT/OT.

Assessments will focus on formative and summative assessments. No course credit is needed, will be based individually per developmental level and IEP. Assessment will be delivered through IEP progress
notes, Developmental Report Cards, standard grading procedures, phone assessments, parent interviews, and potentially using Google Classroom. Paper-based assessments will be sent home and a return envelope included in the initial mailing.

Related service frequency of contact will be based on the IEP and family willingness to support and engage. Will develop a schedule with other therapist and teacher to space out parent check-in calls and consider a weekly parent meeting. Create a therapy schedule for all students able to do modified therapy through Google Hangouts or phone. For other students, develop a two-week paper-manipulative with telephone support.

To the greatest extent possible, services will be provided through Speech, OT, PT, Counselor/social worker, APE and Skilled Nursing materials and remote supports. In addition, the counselor/social worker will remotely connect with families to access community agency supports. Remote therapy will be provided via phone or Google Hangouts.

Individualized instructional material will be sent home. Additionally tools such as Google Hangouts and the phone will be used for communication. Students will also have access to accessible reading materials, audio recordings of books, lessons etc. or read over phone, time extensions for assignments and assessments.

Virtual Learning Platform and technologies include: HMH programs (iRead, System 44), Google Classroom, CIS links, AAC devices (Snap and Core), and IXL. In addition, teachers will need access to MOBOCES Google accounts for students.

Students have access to Houghton-Mifflin-Harcourt products, Cleartrack, schooltool, IXL, and GoNoodle and others.

**TL2. Instruction must be aligned with the outcomes in the New York State Learning Standards.**

All instruction will be aligned with the outcomes in the New York State Learning Standards.

**TL3. Instruction must include regular and substantive interaction with a certified teacher.**

As noted in the TL1 response, each division provides instruction by a certified teacher. Students will have regular and substantive interaction with their respective teachers via in-person contact as feasible, digital platforms, telephone, and email.

**TL4. A plan to ensure equity (opportunities for instruction that are accessible to all students).**

Equity must be at the heart of all school instructional decisions. All instruction, whether delivered in-person, remotely or through a hybrid model due to a local or state school closure, will be conducted in a way that is accessible to all students. This may include providing printed instructional materials for students without access to technology; development of instructional experiences that are inclusive and culturally responsive; dedicated times for students to interact and seek feedback and support from their teachers; as well as assessing and addressing individual student academic and social emotional needs. Madison-Oneida BOCES will always be responsive to stakeholder input on enhancing equity of service to all.

**TL5. A communication plan for how students/families can contact the school/teachers.**

Students and teachers will be able to contact the school and teacher through multiple means, including:

- Phone calls – during school hours, teachers may establish specific days/hours for student contact
• Emails
• Telecommunication platforms such as Zoom, Google Classroom, Google Meet

Contact information and specific communication logistics will be provided to students and families, in multiple languages and formats as necessary, via: letters to the home, the student handbook, postings on the Madison-Oneida BOCES website, and teacher communications.

TL6. Application of all requirements under Teaching and Learning to Prek, as necessary.

Madison-Oneida BOCES is the provider of PreK services in multiple school districts; it does not utilize other agencies to provide these services. See response to TL1.

Special Education [SP]

The Special Education Division provides programs and services to meet the needs of an academically diverse population. In providing educational programs to students, the division respects the strengths and abilities of all students and embraces those strengths as pathways to success. Students are presented with academically challenging curricula and are engaged in learning that has meaning and application to their lives both inside and outside of school. High expectations, individualized student plans, varied teaching strategies, and meaningful learning in collaborative settings insure that all students reach their potential. Madison-Oneida BOCES offers the following programs:

<table>
<thead>
<tr>
<th>Special Education Program</th>
<th>Locations</th>
<th>Student Population</th>
<th>Goal</th>
</tr>
</thead>
</table>
| Autism                    | Verona BOCES campus  
J.D. George Elementary (VVS)  
E.A. McAllister Elementary (VVS)  
VVS Middle/High School | Grades K-8 students with Autism Spectrum Disorders | The program is designed to meet the individual cognitive, social, and communication needs of each student. |
| Elementary Intense Management Needs | JD George Elementary (VVS)  
Verona BOCES campus | Grades K-6 students with highly intensive management needs who require significant individualized attention and intervention. | The goal of this program is to help students acquire sufficient social and academic skills to permit return to home district. |
| Skills Development Community-Based | JD George Elementary (VVS)  
VVS Middle/High School | Grades K-12 and post-secondary students with moderate to severe disabilities. | The goal of this program is to assist the student in gaining the maximum self-sufficiency skills and to meet the requirements for a Local or Regents diploma if possible. |
### Special Education Program

<table>
<thead>
<tr>
<th>Locations</th>
<th>Student Population</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verona BOCES campus</td>
<td>Grades 7-12 students with highly intensive management needs who require significant individualized attention and intervention.</td>
<td>The goal of this program is to help students acquire sufficient social and academic skills to permit return to home district.</td>
</tr>
</tbody>
</table>

**SP1. A plan that addresses FAPE consistent with the need to protect the health and safety of students.**

Madison-Oneida BOCES will utilize the following framework and guidelines to ensure a Free Appropriate Public Education (FAPE) to all students with disabilities that emphasizes special education and related services designed to meet their unique needs and prepares them for future education, employment, and independent living.

- Students in Special Education programs will attend on-site instruction five days a week if permitted by New York State.

- All Health and Safety protocols outlined in this Reopening plan will be implemented within the programs to protect the health and safety of students. Additional health and safety guidelines may be implemented as new recommendations/guidelines are issued or if new concerns emerge.

- Parents will be involved in communications relating to their child’s provision of services to meet the requirements of the IDEA if applicable.

- BOCES will maintain communications and monthly meetings with CSE chairs and program providers to consult and collaborate to ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources.

- If remote or hybrid model is or becomes necessary, the focus will be on maintenance of skills and Regents preparation. Introduction of new skills will be taught via digital platforms or on the telephone as feasible. Implementation of all aspects of student IEPs to the best of our ability including related services.

- Learning will take place through distance instruction, virtual, online, or telephone. K-6 content will be paper-based. Grades 4-12 content will be delivered via a digital platform such as Google Classroom and HMH programs. Middle schools students’ access to digital work will be evaluated based on appropriate use of technology.

- Teachers will call families weekly to provide instructional support while social workers and behavior specialists will call for social emotional check-ins. TRI elementary, middle and high school created a telephone schedule to ensure families are not getting several phone calls a day.
• Assessments will be delivered over the phone, utilizing Google Classrooms, and grading paper-based packets that are returned. Normal grading procedures will be followed and adapted based on additional guidance.

• Students with disabilities will be supported to the greatest extent possible based on the IEP and family willingness to support and engage. A therapy schedule will be developed for each student able to do modified therapy through telephone. For other students, develop a paper-based approach.

• Students in special education will have access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) allowable to meet their unique needs.

• Individualized instructional material will be sent home. Strategies such as flipped classroom and project-based learning will be implemented to support remote instruction. Additionally tools such as Google Hangouts and the phone will be used for communication. Students will also have access to accessible reading materials, audio recordings of books, lessons etc. or read over phone, digital video services including captioning for ELLs, sign language, etc., time extensions for assignments and assessments.

• Teachers have access to G Suite for Education along with other communication tools such as phone and email. Instructional resources include existing products teachers are using in the classroom to support teaching and learning.

SP2. A plan to document the services provided to students and communication with parents

Early Childhood

The Early Childhood Division will be using a staff member (Assistant for Family Services) as well as the classroom staff to be the liaison between home and school and connect weekly with all families. These indirect meeting notes will be documented and retained in the Early Childhood Office.

BOCES will be performing individual screenings throughout the month of September as well as maintaining weekly attendance/instructional logs with each classroom. All documentation will be maintained at the Early Childhood office.

BOCES will collectively formulate formative assessments to be used with all students. Student progress can be shared with families during the weekly check in opportunities.

BOCES will again survey parents after Re-opening plans are approved to gather information on remote learning access and needs. The Assistant for Family Services is always available for home visits and to assist families with concerns and needs.

Special Education

All BOCES Special Education Programs have adopted the google classroom platform for instructional delivery and has begun the transition away from a traditional in-person classroom environment. The google classroom platform allows teachers to remain flexible with delivering instruction which accommodates those students participating through in-person modalities or for those students participating through remote learning. Students who have circumstances which cause them to shift to remote learning experiences are monitored by teachers, counselors, social workers, therapists, and
related service providers. Contacts with students include google office hours, emails and phone contacts to parents and students. Teachers provide synchronous and asynchronous lessons posted via google classroom. Teachers monitor Student Contact Logs and student work submittal on google classroom. Principals assess the Student Contact Log data to make schedule adjustments to accommodate needs of students who have varying levels attendance whether it be virtual learning or in person attendance.

BOCES Directors and supervisors provide daily support to instructional staff and guide them in their service delivery. The RIC managed IT service assists in the delivery of devices for all learners. BOCES Directors and supervisors monitor and follow up on any concerns with connecting to students. The BOCES staff places special emphasis on providing wellness checks, providing social emotional supports, and ensuring that outside agency support in provided.

BOCES will provide information to the Committee on Special Education through Clear track student information system to allow for individualized determinations of subsequent student needs, including transition services.

BOCES will collectively formulate formative assessments to be used with all students. Student progress will be shared with families and the Committee on Special Education through the CSE referral process.

BOCES will survey parents prior to re-opening and after re-opening to gather information on remote learning and general access to instruction. School counselors and school social workers remain available to parents to further obtain information through, phone calls, and home visits.

The Special Education Division of Madison-Oneida BOCES is working with component school districts to establish compensatory services through the Committee on Special Education for those students identified as requiring compensatory services.

### SP3. A plan that addresses parent engagement regarding the provision of services

Parents will be involved in communications relating to their child’s provision of services to meet the requirements of the IDEA if applicable.

### SP4. A plan to ensure collaboration between CPSE, CSE and program providers.

BOCES will maintain communications and monthly meetings with CSE chairs and program providers to consult and collaborate to ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources.

### SP5. A plan to ensure the district meets the unique disability related needs of students with necessary accommodations, modifications, supplementary aids and services and technology.

Students with Disabilities will have access to the necessary accommodations, modifications, supplemental aids and services including technology/assistive technology to meet their individual needs. This will be accomplished through the special education teacher and related service providers collaborating with the IEP team under the direction of the Committee on Special Education.

The Special Education Teacher in conjunction with the CSE will:
• Evaluate each student’s current educational placement to ensure the appropriateness of such placement under the circumstances presented by COVID 19.
• Evaluate the IEP of each student to ensure that goals, supports, accommodations, modifications and services are consistent with student’s present levels of performance.
• Modify classroom schedules to ensure IEP supports and services are incorporated in the instructional day as it relates to “in-person” instruction, “virtual” instruction or a combination of both.
• Modify each student’s individual daily schedule to ensure delivery of accommodations, modifications, supplementary aids, services, and technology account for varying degrees of student availability for “in-person” and “remote learning” instruction.
• Utilize the CSE referral process to convene the CSE on matters which require decisions by the CSE to address the full implementation of the IEP under the circumstances presented by COVID 19.
• Track and monitor each student’s daily engagement in instruction and implement daily and weekly adjustments to address issues preventing student engagement. Utilize the CSE referral process to convene the CSE to propose recommendations to address additional supports or decisions required to ensure level of student engagement is appropriate to promote learning and participation in the general education curriculum.
• Participate in specific trainings on “remote learning” models such as google classroom, “flipped classroom,” and “blended learning” models taking into consideration unique needs and challenges to accommodate needs of SWDs.

Bilingual Education and World Languages [BE]

BE1. Complete the ELL identification process within 30 school days (COVID/summer/new enrolled)

Component school districts complete the ELL identification process for preK-12 students.

BE2. A plan to provide instruction based on students most recently measured proficiency level

Through the Adult Education division, immigrants and refugees are invited to learn and improve their English language skills. Classroom instruction, focusing on speaking and understanding English, is offered in Utica and Rome. Students have the opportunity to practice reading, writing and vocabulary while also working on their pronunciation and conversation skills. Citizenship skills are also included in the curriculum to assist those students who are preparing for their citizenship test. Morning, and afternoon classes are available at the Rome and Utica ACCESS Sites Center as well as evening classes at the Utica ACCESS Site.

BE3. A plan to maintain regular communication with the parents in their preferred language

All communications are provided in multiple languages and formats as necessary and requested. In the Adult Education division, ESL instruction is provided in English but building-wide communications/signage may be translated by the Refugee Center into the five most common languages: Spanish, Karen, Bosnian, Russian and German.

Teacher and Principal Evaluation System [TPE]

TPE1. The district must fully implement its currently approved APPR plan in each school year.
The currently approved APPR Plan of MO BOCES will be implemented fully.

**Certification, Incidental Teaching, and Substitute Teaching [CST]**

<table>
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<tr>
<th>CST1. Individuals employed to teach in New York State public schools must hold a valid certificate.</th>
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Classroom teachers, administrative and supervisory personnel, and pupil personnel service professionals are required to hold a Certificate issued by New York State in order to be employed in the State's public schools including Madison-Oneida BOCES. Certificates are issued in a wide variety of titles in each of these three major categories. Also, Teaching Assistants must be certified now. In addition, New York State also requires that Coaches, Visiting Lecturers and teachers of Adult, Community and Continuing Education obtain a Special License. The Madison-Oneida BOCES Personnel & Certification Office maintains all personnel management documentation.
APPENDIX A: COVID-19 Testing

Madison-Oneida BOCES will not provide COVID-19 testing.

In Madison County, if a family does not have a doctor or the doctor is unavailable, individuals should call the Upstate University Hospital’s COVID-19 Triage Line at 315-464-3979. For a list of testing sites in the Central New York area, please see https://www.madisoncounty.ny.gov/2589/Diagnostic-Testing-Sites-for-COVID-19.

In Oneida County, the following testing sites are available. These sites do not require a physician order for an exam. Urgent Care centers may conduct an exam prior to providing a test.

Griffiss International Airport Utica/Rome.
800 Ellsworth Road, Rome, NY 13441
(888) 364-3065
NOTE: Appointment is required. Individuals who would like to be tested must make an appointment by calling NYS COVID-19 Hotline 888-364-3065. NO WALK-INS allowed. All patients must remain in the vehicle.

Rite Aid on Commercial Drive (Federal Testing Site)
4854 Commercial Drive New Hartford, NY 13413
(315) 736-5232
NOTE: Tests by appt. only and at no charge, drive through. 18 years or older: results in 2-7 days

Primary Urgent Care
1904 Genesee Street Utica, NY 13501
(315) 804-6800
NOTE: Conducts rapid results testing for persons 6 years of age or older. PCR Testing is available for children under 6 years of age. Anyone wanting a test for return to work, back to school, surgery, or travel will have to get prior -authorization from the insurance company (showing their name, DOB in writing) prior to being swabbed. Primary Urgent Care does not accept scripts as authorization.

WellNow Urgent Care Centers:
230 North Genesee Street, Utica, NY 13502
4754 Commercial Dr, New Hartford, NY 13413
103 W Dominick St, Rome, NY 13440
NOTE: Testing results in 3-5 days. Tests will be administered to those who display symptoms or have been exposed to COVID-19. Wait times are listed on the WellNow website.

St Elizabeth Medical Center
St. Luke’s Campus (1656 Champlin Ave, Utica, NY
315-624-6000
NOTE: Must make appointment. Must meet criteria.
Please note that when an individual with symptoms is tested for COVID-19, they are asked to quarantine by their healthcare provider until they receive their test result. If the test comes back negative, they are notified by their healthcare provider and no longer need to quarantine and may return to school after symptoms have resolved; unless the individual was placed into quarantine due to an exposure to a positive case. In this instance, the individual will complete the full quarantine period regardless of a negative test result.

If the test comes back positive, they are notified by their healthcare provider and the respective County Health Department (Madison or Oneida Co.) will contact them for a case investigation. The individual will be issued an order for isolation for a minimum of 10 days from symptom onset. The Health Department will conduct daily follow up and release the individual from isolation when appropriate.
APPENDIX B: Contact Tracing

The Madison County Health Department will be responsible for all contact tracing as they would any positive case of COVID-19 in Madison County. They will work closely with the school district and family to identify all close contacts (those who came within six feet of the positive case for at least 10 minutes). Those individuals will be notified and issued quarantine orders. They will receive daily follow up from Madison County staff to monitor symptoms and ensure compliance. The Madison County Health Department will provide the school district on guidance related to cleaning and disinfecting as well as additional testing of students or staff. School buildings of the positive case should be shut down for at least 24 hours for cleaning and disinfecting, and so that contact tracing can be done.

The Oneida County Department of Health will be responsible for contact tracing for any positive COVID-19 cases in Oneida County. They will work with school personnel to access appropriate information and resources to support those efforts.

Madison-Oneida BOCES has implemented several protocols to assist in any contact tracing effort, including:

- Reception staff at each site will be in charge of maintaining a log & screening assessment of each visitor to the building.
- All staff and visitors must complete a brief COVID-19 questionnaire daily when on-site.
- Transportation staff will keep a log of any students being transported either to or from BOCES to include dates and times.
- BOCES will implement a hall pass system in its on-campus programs in order to monitor student movement through the building in case contact tracing becomes necessary.