

APPENDIX E

Communicable Disease - Pandemic Plan

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Our BOCES-Wide School Safety Plan addresses the phases of emergency management; Prevention/Mitigation; Protection; Response; and Recovery. This Pandemic Plan is built upon the components already existing in our BOCES-Wide School Safety Plan that includes our Building-Level Emergency Response Plans. It is a Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices.

The Plan will be tested (exercised) routinely as part of the overall exercise of the BOCES-Wide School Safety Plan. The BOCES-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Effective April 1, 2021, the Legislature amended Labor Law §27-c, Labor Law §27-1 and added a new provision to Education Law §2801-a. Labor Law §27-c now requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a, requires school districts/BOCES to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

The health and safety of our students, employees and families, is of utmost importance. The circumstances of a public health emergency may directly impact our operations. Impacts of a public health emergency will require for us to respond, with appropriate safety measures put into place and adjustments made to operations to maximize safety. The BOCES will comply with all applicable local, state and federal orders, rules, laws, and regulations. The BOCES will post this plan based on the requirement by law, recognizing it must be flexible in the time of response to a communicable disease and items in this plan will need to be adjusted.

- WFL BOCES will work closely with the Department of Health within the Finger Lakes Region (Cayuga, Ontario, Seneca, Yates, Wayne) to determine the need for activation of our Plan. Administrators, principals, and school nurses will comply with the following procedures for reporting communicable diseases, including Coronavirus, Influenza, etc., and communicating with the Health Department by:
 - Reporting suspected and confirmed cases of the identified disease to: Department of Health within the Wayne-Finger Lakes BOCES Region (Cayuga, Ontario, Yates, Seneca, Wayne)
 - Utilizing Public Health Consultation and Immediate Reporting
 - Utilizing an established Hotline: 888-364-3065
 - Utilizing Weekend/After-hours Consultation and Reporting
- The (Cayuga, Ontario, Yates, Seneca, Wayne) Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Coordinator of Security** will help coordinate our Pandemic planning and response effort. This person will work closely with the BOCES-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the BOCES-Wide School Safety Plan. The BOCES' School Physician (Medical Director) and nurses will be vital members of the Safety Team. Because of the importance of technology in the response effort (communication and notification) the Director of Edutech will also be an important Team member.
- The BOCES-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
- As per this recent pandemic status, The BOCES will continue to emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- Education and provision of information will be made available to parents, staff, and students regarding the Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize various platforms: website, social media, postings, e-meetings, town hall meetings and direct mailings to connect with families, employees and community stakeholders.
- A copy of the final version of this addendum plan will be located on the BOCES website and included in the BOCES wide Safety Plan.

Essential Functions

When confronting events that disrupt normal operations, the BOCES is committed to ensuring that essential functions will be continued even under the most challenging circumstances. Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, and our constituency;
2. Provide vital services and applicable supervision of those services;
3. Provide any services required by law;
4. Sustain critical operations and maintenances; and
5. Uphold the core values and mission of the BOCES.

Essential functions are prioritized according to a number of factors, which include but is not limited to:

1. The time needed and the priority of each essential function;
2. Interdependency of a function to their functions; and/or
3. How vital the function is to the ongoing operations and mission of the BOCES.

Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site at our Regional Support Center in Newark or in one of the BOCES' education schools within the region for us to continue to function as opposed to those positions that could realistically work remotely.

DEPARTMENT/OFFICE	TITLE/POSITION	JUSTIFICATION
Administration	District Superintendent and Assistant Superintendents (Administration, Instruction, Accountability & Innovation) Directors (Human Resources, Communication, EduTech, Staff Development), as designed by the District Superintendent	Required to ensure continuity of the response efforts and the continued operation of the BOCES.
EduTech	Wide Area Network Manager Stock Clerk II	Needed to maintain the internet capability and to accept in-coming technology delivery.
Operations & Maintenance (Facilities)	Building Maintenance Mechanic Building Maintenance Assistant Cleaner Head Custodian HVAC Service Engineer Laborer Supervisor of Buildings and Grounds (Director of Facilities)	Needed to maintain the cleanliness and continued functioning of the building and grounds.

Administration (Security)	Coordinator of Security	To ensure the safety/security of the campuses.
Other departments as determined by District Superintendent	Other titles as determined by District Superintendent	Required to ensure continuity of the response efforts and the continued operation of the BOCES.

Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Ensure a survey of the agency departmental staff determines who will need updated devices at home to maintain operational functions and/or instructional services.
 - Ensure to conduct a cost analysis of technology device needs.
- **Internet Access Assessments:**
 - Ensure a survey of the agency departmental staff determines the access of viable existing at-home Internet service.
 - Ensure to conduct a cost analysis of Internet access needs.
- **Providing Mobile Devices and Internet Access:**
 - As decided by need, develop procurement processes for, order, configuration, and distribution, of appropriate mobile devices.
 - School staff must ensure they have a device that allows the continuation of their instructional practices.
 - As available and determined by need, develop procurement processes for appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness.

Technology & Connectivity for Students - Mandatory Requirements:

- Ensure the known capacity of the level of access to devices and high-speed broadband all students and teachers.
- As possible establish the capacity needed to provide access to devices and internet access for continuation of learning.
- Ensure there are multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students cannot access devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers BOCES increased options for continuing learning during extended closures.

Technology access, includes, but is not limited to:

- Communication (e-mail, phone, online conferencing, social media).
- Electronic academic interactions (office hours, check-ins).
- E-Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses).
- E-Learning Materials and Content (digital content, online learning activities).

During a closure, the Technology Devices Assessment will include:

- Identify students' technology needs to include adaptive technologies.
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
 - Delivery locations and pickup times set with all 25 component school districts. Students who are full day at (Red Jacket Education Center, Finger Lakes Secondary School, Wayne Education Center, Midlakes Education Center, Newark Education Center & Pathway and Technology Early College High School) provided one to one devices.
- Providing Multiple Ways for Students to Learn
 - Support alternative instructional programs of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students cannot access their device or broadband, For additional information, see "Continuity of Learning Plan" in the Reopening Plan.

Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the nature of the communicable disease and its impact, Wayne-Finger Lakes BOCES is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

Protection (Preparedness):

Protocols to involve stakeholders and ensure collaboration that result in best practices have been instituted. Current representatives from the Ontario and Wayne County Department of Health, Wayne and Ontario Sheriff's Department, Local Fire Department, Department of Mental Health have been invited to participate in the District-wide School Safety Team meetings. This allows for consistent messaging and support to the BOCES community on pandemic related issues.

- The BOCES-wide Command Center will be at the Regional Support Center at 131 Drumlin Court, Newark, New York with the alternate at the Pathway and Technology Early College High School College (PTECH) Campus and will be activated at the direction of the District Superintendent, or designee of the Assistant Superintendent of Administration, and or the Coordinator of Security. We have established our BOCES-wide Incident Command Structure as follows:

<i>Title</i>	<i>Name</i>	<i>Contact Information</i>
Primary Incident Commander	Dr. Vicma Ramos	(315) 359-7920
Alternate Incident Commander	Erin Fairben	(315) 573-1510
Alternate Incident Commander	Michele Sullivan	(315) 332-7247
Primary Safety Officer	John Kelly	(315) 359-0091

Primary Public Information Officer	Shannon Marshall	(315) 332-7292
Director of Edutech (Technology)	Kelli Eckdahl	(315) 332-7400

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command) on August 3, 2020.

- The BOCES will designate a pandemic safety coordinator (School Principal), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive cases of the disease in the students and staff, and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #Info</i>
Finger Lakes Technical & Career Center	Matt Barr	585-526-6471
Finger Lakes Secondary School	Dan Healy	585-554-6492
Midlakes Education Center	Cindy Parker	315-548-6631
Newark Education Center	Elise Comella	315-332-3328
Pathways Technology Early College High School	Kathleen McGuigan	315-332-2190
Red Jacket Education Center	Chris Bennett	585-289-9649
Wayne Education Center	Jessica Matukewicz	315-589-2670
Wayne Technical & Career Center	Andy McVey	315-589-5158

- Communication is essential throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods include; websites; social media; school messenger; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; and the public media. A BOCES Public Information Officer (PIO) (Shannon Marshall, Director of Communication) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Edutech Director to assure proper function of all communication systems. All mediums will be utilized, such as, radio, phone, VOIP, zoom, email, and tele-conference. Existing communication systems were tested on August 1, 2020.
- The continuity of operations and business office function could be severely impacted by closures or impact of pandemic on individuals. For such, the Re-opening Plan includes procedures for maintaining essential functions and services:
 - Overall Operations –essential functions must be maintained for the district for the following titles: The District Superintendent, Assistant Superintendent of Administration, Assistant Superintendent of Instruction, Director of Human Resources, Assistant Superintendent of Innovation and Accountability. Communication from essential staff will be maintained through office operational phone system messaging/calls, hand-held radios, cell phones, e-mail, and e-meetings.

- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in the purchasing and payroll areas: School Business Official, Payroll Specialist, Accountant I. These individuals have been trained for essential business office functions annually and ongoing. We have also established the ability to maintain these essential functions off-site from remote locations. Off-site function was tested on August 3, 2020.
- Maintenance of facilities is essential. The Director of Facilities or designee will ensure maintenance of all facilities to meet standards and communicate to the business office status. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc.), a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems. Capacity has been built to attend to the need of additional maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas. Learning areas will also be provided sanitizing materials for use of staff. Training for staff to understand protocols of products being used will be provided. (Such training occurred September 1-3, 2020 during the opening of school trainings). At no time will products not approved by the BOCES should be utilized.
- Human Resources will be essential in managing the workforce in concert with direct supervisors (principals, directors, coordinators). Changes to district protocols and procedures concerning management of the workforce to affect a crisis response may become necessary and will be implemented by Human Resources. Any immediate policy change will be communicated to the District Superintendent for immediate authorization in change. Cross-training, as currently practiced, will ensure essential functions continue. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc.
- A Continuity of Instruction Plan will be immediately implemented. The restructuring of the school calendar may become necessary and will be supported through the work of the District Superintendent, representative of the New York State Education Department. Examples of continuation of learning include:
 - Self-directed lessons
 - E-classroom (zoom, google, team)
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, I Pads, Chrome books and Laptop Pc's)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

Per the Director of Staff Development, the Assistant Superintendent of Instruction and the Edutech Director, the mentioned platforms have been tested effectively with positive infrastructure results.

Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The 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.
- Cloth face coverings, acceptable to use, are meant to protect other people in case the wearer is unknowingly infected (many people can carry communicable disease but do not exhibit symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information shall be-provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis.
- Importance and requirement of the use of face coverings among all employees and students will require the continual sharing of science based educational information to ensure compliance and support of continued expectation.
- Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work with the Health and Safety office to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that does not provide their own.

PPE Supply Management

- The P16 and the Facilities Departments work with programs to determine the overall PPE needs of the district.

Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance
Students	25 Masks per Week	300	150	75
Teachers/Staff	25	300	150	75
Nurse/Health Staff	25	300	150	75

**Note: N-95 respirators are recommended only if staff will be in contact with a suspected positive case of the disease and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

Response:

The BOCES-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the (Cayuga, Seneca, Wayne, Yates, Ontario) County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.


- The entire Incident Command Structure at both the BOCES and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The BOCES-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our BOCES-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official and Health and Safety to implement different phases of the Plan as necessary.
- The Human Resources office will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources office will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, BOCES' schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a BOCES' school building the district superintendent will notify the NYS Education Department and Superintendents at component districts.

Preventing Spread, Contact Tracing and Disinfection

Confirmed Infection Case Requirements & Protocols

Instructional programs must be prepared for outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's **Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure**  for information on "close and proximate" contacts.

- If more than seven days have passed since the person who is suspected or confirmed to have the communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC guidance and NYS Department of Health requirements for allowing a student or staff member to return to school after exhibiting symptoms of the communicable disease. The BOCES will utilize the resources provided by NYS DOH in a toolkit or other assistance {e.g. Flowcharts for Decision Making}.

Staff Absenteeism

- Instructional staff will call in to their direct supervisor when they are absent due to illness. Substitutes will be provided as necessary.
- The P16 Instructional Department will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The P16 Instructional Departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Human Resources Department will oversee medical and ADA accommodations. Requests for accommodations related to the communicable disease should be sent to the direct supervisor or the Director of Human Resources, Quinn Smith at quinn.smith@wflboces.org

New York State Contact Tracing Program

The New York State Contact Tracing Program was established to address COVID-19. The outline below is specific to COVID-19 and could be extended to other communicable diseases in the event of necessity. If a student or staff member tests positive for the communicable disease, the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, and the Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, designed to help slow the spread of the COVID-19 communicable disease and begin to safely return to normal operations.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

People who have come in close contact with someone who is positive will be asked to stay home and limit their contact with others. The person will be advised of protocols to follow to minimize infection or receive medical support.

Facilities: Cleaning and Sanitizing

Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with bodily fluids or blood, use of gloves and other standard precautions need to be followed to avoid contact with the fluid.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles.
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

BOCES will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas should have staggered use. The use of a mask will be required in such areas. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

- Cleaning and disinfection requirements originate from the Centers for Disease Control and Prevention (CDC) and the Department of Health and these will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including hand washing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where hand washing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.

- Additional supplies will be available in key areas to support activities and cleaning of such areas.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails
- Buttons on vending machines and elevators
- Changing tables
- Classroom desks and chairs
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment)
- Handrails
- Kitchen and bathroom faucets
- Light switches
- Lunchroom tables and chairs
- Related Services Spaces
- Shared equipment
- Shared desktops
- Shared telephones

Hand Sanitizing:

- Hand sanitizer bottles will be distributed to staff as approved by NYSED guidelines, the CDC, and local Department of Health.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

Documenting Precise Hours/Work Locations of Essential Workers

In a public health emergency, it may be necessary to document the work hours and locations of each employee to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits. This information may be used by the BOCES to support contact tracing within the organization and may be shared with local public health officials.

Emergency Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the BOCES essential operations.

If such a need arises, as determined by the District Superintendent, hotel rooms may be the most viable option. The following sites are prepared for an unanticipated need:

1. Newark Garden Hotel, Newark, NY (315-331-9500)
2. Manchester Inn, Manchester, NY (585-289-3811)
3. Best Western Palmyra Inn & Suites, Palmyra, NY (315-597-8888)
4. Holiday Inn Express, Canandaigua, NY (585-396-3669)
5. Super 8, Canandaigua, NY (585-412-2277)

Recovery:

- The Emergency Response team will be equipped to support the return to conditions prior to the pandemic situation. Re-establishing to a normed environment is essential to the recovery process. The team will work toward a smooth transition. We will use all described communication methods to keep the school community aware of the transition process.
- BOCES Leadership will work closely with school staff to identify learning gaps and address instructional recovery, extended learning time and extension of school year as needed. As per educational law, any changes to the calendar year will be done in collaboration with NYSED and labor organizations.
- BOCES Leadership will evaluate all building operations for a return to pre-pandemic conditions (where applicable).
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and support appropriate intervention.
- The BOCES-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine needed areas of support and improvement. Information from the PIO, Business Office, Human Resources, Facility Director, and P16 Representation, Coordinator of Security and the Director of Edutech will be vital to this effort. The BOCES-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Core instructional support will be implemented to reflect post pandemic return and impact of such return.
- Collaboration with community organizations will be supported for all employees and educational sites upon their return to post pandemic environment.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

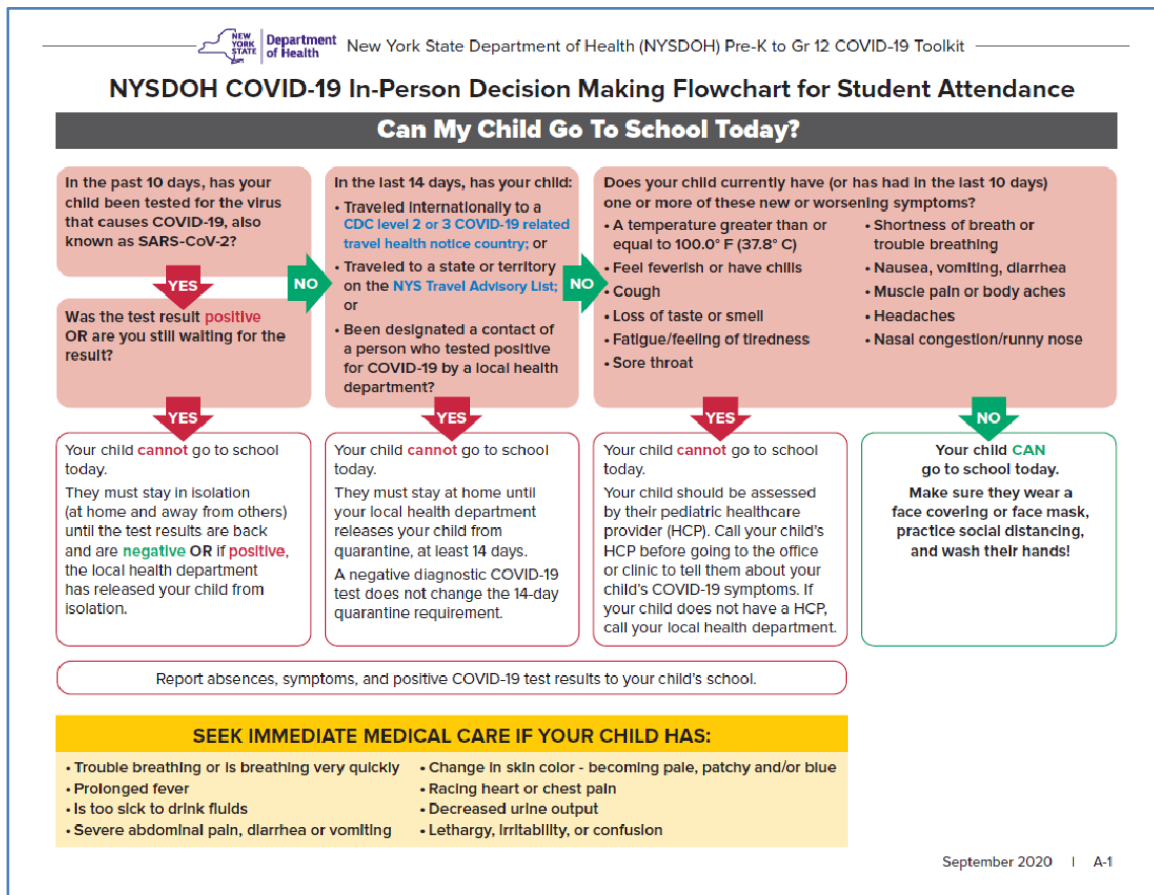
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.



4. Communications Planning (cont.):

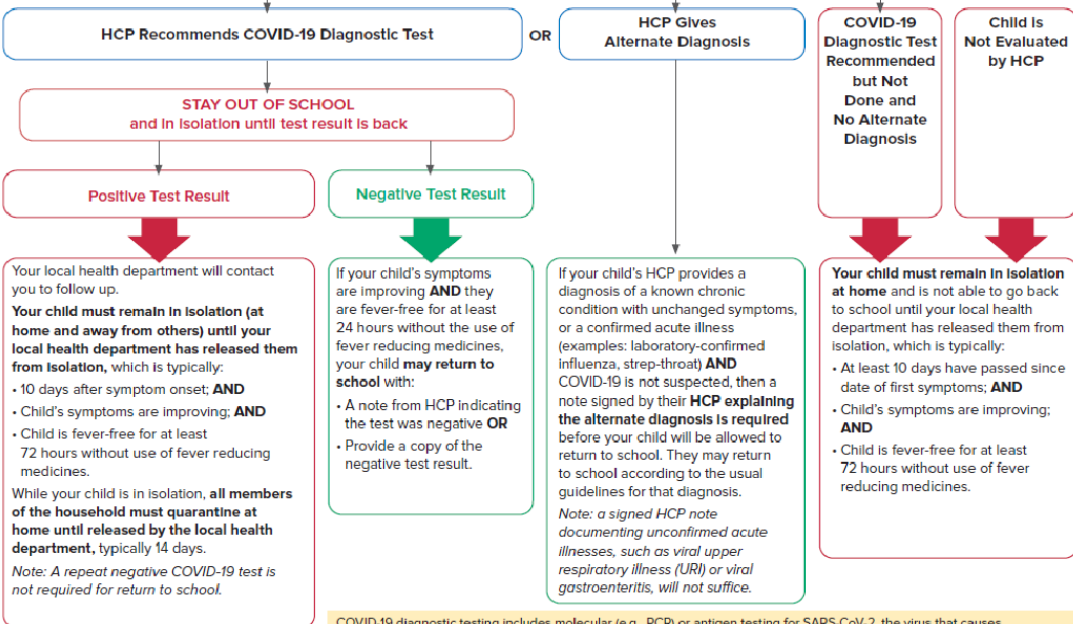
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.

Flowcharts for COVID-19 Decision Making



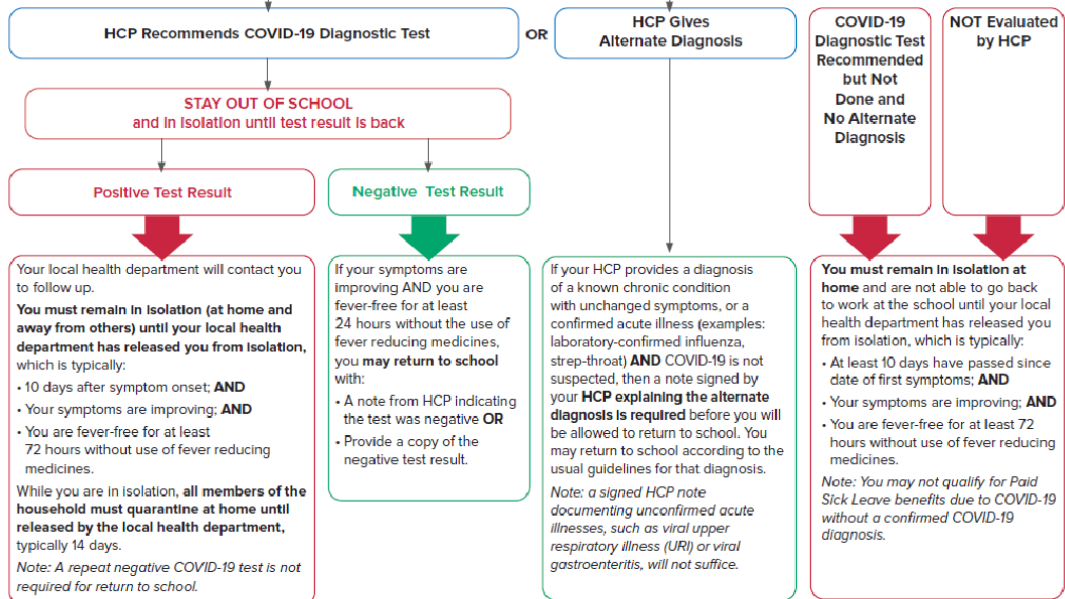
My child has COVID-19 symptoms. When can they go back to school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be In-person or by video/telephone as determined by HCP)



I have COVID-19 symptoms. When can I go back to work at the school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be In-person or by video/telephone as determined by HCP)



**NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work****Can I Go to Work at the School Today?**

In the past 10 days, have you been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES

Was the test result **positive** OR are you still waiting for the result?

YES

You **cannot** go to work at the school today and must stay in isolation (at home and away from others) until your test results are back and are **negative** OR if **positive**, the local health department has released you from isolation.

NO

In the last 14 days, have you:

- Traveled internationally to a **CDC level 2 or 3 COVID-19 related travel health notice country**; or

- Traveled to a state or territory on the **NYS Travel Advisory List**; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES

You **cannot** go to work at the school today. If you have had any of these exposures, you must stay at home until your local health department releases you from quarantine, at least 14 days from the date of your last exposure. A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement. School staff are not essential workers and **must** quarantine.

NO

Do you currently have (or have had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat

- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

YES

You **cannot** go to work at the school today. You should be assessed by your health care provider (HCP). Call your HCP before going to any in-person visits to tell them about your COVID-19 symptoms. If you do not have a health care provider, call your local health department.

NO

You **can** go to work at the school today! Make sure you wear a face covering or face mask, practice social distancing, and wash your hands frequently.

Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

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**NYS DOH COVID-19 Guide for School Administrators and Schools Nurses****COVID-19 Screening Flowsheet for Students and Staff**

In the past 10 days, has the student or staff been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES

Was the test result **positive** OR are they still waiting for the result?

YES

The student or staff **cannot** go to school today. They must stay in isolation (at home and away from others) until the test results are back and are **negative** OR if **positive**, the local health department has released the individual from isolation.

NO

In the last 14 days, has the student or staff:

- Traveled internationally to a **CDC level 2 or 3 COVID-19 related travel health notice country**; or
- Traveled to a state or territory on the **NYS Travel Advisory List**; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES

Students or staff **cannot** go to school today. They must stay at home until the local health department releases the individual from quarantine (at least 14 days from the date of their return from travel or last exposure). A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement. School staff are not essential workers and **must** quarantine.

NO

Does the student or staff currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat

- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

YES

The student or staff **cannot** go to school today. They should be assessed by their health care provider (HCP). If they do not have an HCP, they should call their local health department. If they do not receive COVID-19 testing, or are not cleared to return to school by their HCP, then they are required to be isolated at home. See next page for more information.

NO

The student or staff **CAN** go to school today! Make sure they wear a face covering or face mask, practice social distancing, and wash their hands frequently.

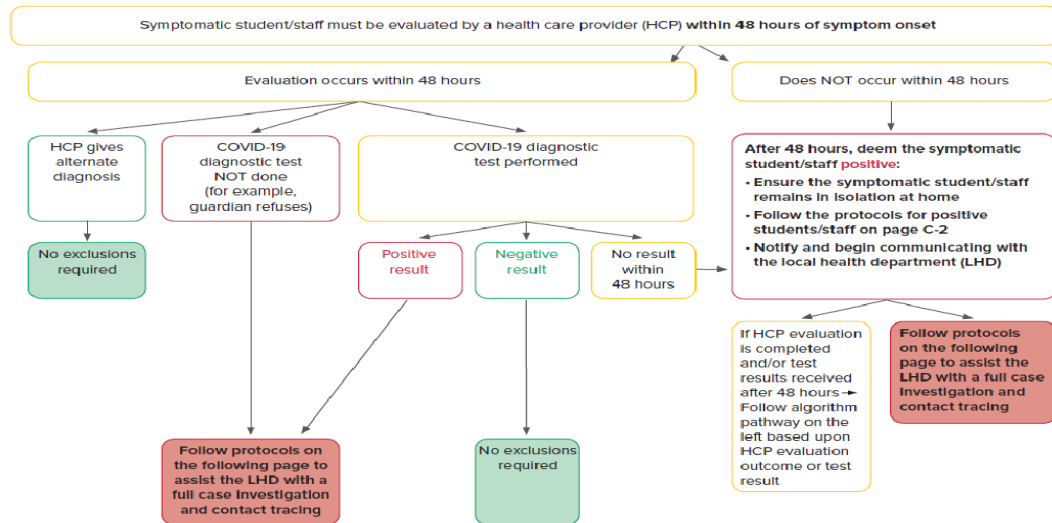
Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, irritability, or confusion

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COVID-19 exclusion protocol for contacts of symptomatic students and staff



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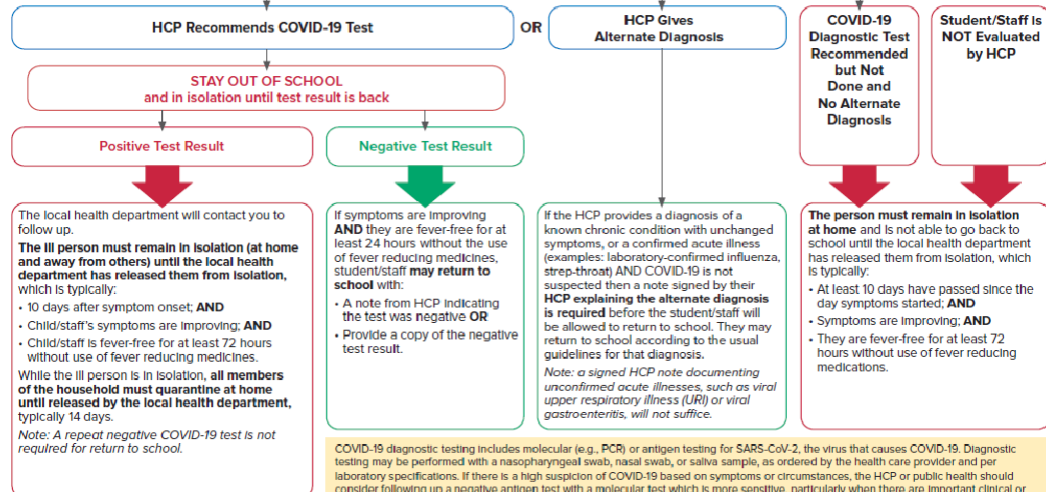
COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

Student/staff has symptoms consistent with COVID-19:

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. If there is a high suspicion of COVID-19 based on symptoms or circumstances, the HCP or public health should consider following up a negative antigen test with a molecular test which is more sensitive, particularly when there are important clinical or public health implications. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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COVID-19 School and Local Health Department Coordination for Contact Tracing

Notify the local health department (LHD):

- Immediately upon learning of a positive case
- 48 hours after symptom onset in a staff member or student if no HCP evaluation or test result has been received. The LHD will collaborate with the school for contact tracing and to identify contacts.

Begin to identify contacts of the case to provide to the LHD.

Provide the LHD with contact information of school personnel who will assist in the LHD's contact investigation. Include the names and phone numbers of at least two points of contact, as appropriate, such as:

- School Principal
- Administrative Support Person
- Principal Designee

Provide the LHD with a list of people who are possible contacts of the case including:

- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

Contacts will include students/staff who had exposure to the individual suspected or confirmed to have COVID-19 beginning two days before their symptom onset (or if the case was asymptomatic, two days before the date they were tested) until the case is excluded from the school and in isolation. Schools and LHDs should work together to ensure any before, after, or other daycare; transportation; extracurricular; and other non-school setting contacts are identified and notified of their exposure risk.

THEN

Move forward with preestablished communication plan in consultation with LHD (e.g., notifying the school community of confirmed case(s), as appropriate).

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 14 days from the date of last exposure to the case, advised to monitor for symptoms, and recommended to get a diagnostic COVID-19 test at least 3 days after their last date of exposure. The local health department will initiate isolation and quarantine orders.

When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.

The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

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