

**ALL PROGRAMS AND SERVICES AT  
BROOKVILLE CENTER FOR CHILDREN'S SERVICES INC. (BCCS)**

**Children's Education Center (Preschool, School-Age Special Education)**

*Silver Building & Birnbaum Building*

**189 Wheatley Rd., Brookville, NY 11545**

**SUNY - College at Old Westbury (Preschool)**

**1 Campus Center, Old Westbury, NY 11568**

**Marcus Avenue Early Childhood Developmental Program (Preschool)**

**1983 Marcus Avenue, New Hyde Park, NY 11042**

**Barbara C. Wilson (Preschool)**

**280 Crossways Park Drive, Woodbury, NY 11797**

**Westbury – Post Avenue (Preschool)**

**550 Post Avenue, Westbury, NY 11590**

**REOPENING-PLAN**

**Updated August 25, 2020**

**BROOKVILLE CENTER FOR CHILDREN'S SERVICES INC. (BCCS)  
REOPENING- PLAN  
July 2020**

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## BCCS Reopening Plan

### Message from the Executive Director

**The following reopening Plan is developed in accordance with New York State Education Department and New York Department of Health requirement for a reopening plan to be submitted by schools prior to July 31<sup>st</sup>, 2020.**

Brookville Center for Children's Services (BCCS) considers in-person services a priority for students with disabilities whenever possible. In developing the school reopening plan, BCCS not only incorporated NYSED's most recent guidance and requirements, but also carefully considered several other important factors including compliance with the available guidance through NYSDOH, OCFS and CDC, provision of free appropriate public education (FAPE) and meaningful ongoing parent engagement. Our goal was to create a plan through a collaborative process for successful reopening of our programs and services to support students with disabilities, their families, and our employees in a safe and responsible manner.

To do so, we encouraged our staff and administrators to be creative and to think out-of-the-box, as we re-imagine our schools post Covid-19. Given the potential for a resurgence of the coronavirus in the months to come, we have put contingency plans in place to address students' remote learning needs in the event of potential future intermittent or extended school closures. In addition, we have been cognizant of the inherent risk associated with close contact and the ongoing need for proper physical distancing and other risk mitigating strategies.

This comprehensive BCCS reopening plan encompasses information that is applicable for all BCCS programs and sites including the Children's Education Center (Silver Building & Birnbaum Building), Barbara C. Wilson Preschool, SUNY – College at Old Westbury (Preschool), Marcus Avenue (Preschool) and Westbury-Post Avenue (Preschool). The reopening plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist. Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to COVID-19 outbreak continues to apply to programs and services whether delivered in-person and/or remotely. BCCS programs are committed to working closely with the committees on preschool special education (CPSE) and committees on special education (CSE) and to implement individualized education programs (IEPs), monitor and communicate student progress.

The plan describes in detail how BCCS plans to reopen in-person Special Education Services in a safe and nurturing environment, allowing for the provision of FAPE and implementation of each student's IEP in a safe and healthy environment. This plan is developed based on the available guidance as well as assessment of our current ability to provide safe in person educational services. BCCS is unable to provide an assurance that in-person services can be consistently provided according to this plan since our ability to do so is directly dependent on unpredictable factors outside of the schools control. Therefore, BCCS reserves the right to transition to a full remote learning model in case of any change in the program's ability to remain in compliance with the reopening plan and all regulatory requirements, that would ensure health and safety of students and staff. In the event BCCS deems provision of in person services unsafe at any time in the future, a protocol will be in place that will allow a seamless transition from the hybrid learning model to the full remote learning model.

Respectfully,

Stanford J. Perry

## COMMUNICATION – FAMILY AND COMMUNITY ENGAGEMENT

### GENERAL GUIDELINES

1. BCCS will communicate with all stakeholders using a variety of methods to disseminate information regarding the re-opening plan and any COVID-19 related information.
2. School stake-holders include, but are not limited to, administrative staff; staff; students; families and caretakers; local health departments; local health care providers; school districts; unions.
3. Methods of communication include, but are not limited to, a dedicated agency webpage; social media; letters; town halls-meetings; email groups; building-wide signage, etc.  
<https://www.brookvillecenter.org/>
4. Communication between the school and stakeholders will be a 2-way dialogue with a clear plan of how families can provide feedback and ask questions about instruction and/or technology.
5. BCCS will appoint a COVID-19 Coordinator to serve as the main contact for communication between the school and stakeholders.
6. BCCS' communication plan will aim to keep stakeholders informed and trained on necessary topics through the following signage:
  - (a) *COVID-19 protocols, including but not limited to hand hygiene, proper face covering, social-distancing, and respiratory hygiene*
  - (b) *What you should know about COVID-19 to protect yourself and others*
  - (c) *Please wear a cloth face covering; maintain a distance of 6 ft.*
  - (d) *Symptoms of Coronavirus (COVID-19)*
  - (e) *Important information about your cloth face coverings*
  - (f) *Please read before entering*
  - (g) *Stop the spread of germs*
  - (h) *Wash your hands*
  - (i) *Reference: cdc.gov/corona virus*
7. BCCS will ensure that all stakeholders have access to the technology needed to receive communications and participate in all educational programs.
8. Students will be provided with loaner equipment such as computers, tablets, laptops and assistive technology.
9. When needed, students/families will be directed to school districts in order to seek assistance with resources whereby they can access the internet needed for remote instruction.
10. Students/families will be provided basic instruction on how to use the technology that is required for remote instruction, if needed.
11. Technology support will be available to staff who require technological assistance to perform their job responsibilities.
12. All communication will be made available in the family's preferred language and mode of communication, including those with visual and/or hearing impairments.
13. BCCS will contact Local Department of Health to consult regarding local hospital capacity in determining resumption of in-person services.

## HEALTH AND SAFETY

### GENERAL GUIDELINES

1. BCCS has developed the following written protocols in accordance with NYSED, OCFS, DOH and CDC guidelines to ensure compliance with the health and safety requirements. This plan is developed to help protect students and staff from illness and the spread of infection and to ensure that students and/or staff who become ill at school will be treated with sensitivity and respect.
2. BCCS will assign a designated COVID-19 Safety Coordinator for each school building, whose responsibility includes continuous compliance with all aspects of the school's reopening plan and to assist with community engagement and sharing information.

### HEALTH CHECKS

1. Parents/guardians and staff members will be provided resources to educate them on the symptoms of COVID, how to observe for those symptoms and how to perform health screenings.

### HEALTH SCREENINGS

#### General Guidelines

1. All necessary screening forms will be communicated with parents and staff via mail or email, prior to the beginning of in-person services.
2. Each employee, and parent must sign and submit a one-time OCFS Form #6040 to the program prior to the school year.
3. Temperature scanners or contactless thermometers will be available in each building.
4. Daily Screening and Temperature logs will be maintained for arrival of students, staff and essential visitors.

#### Building Entry COVID-19 Screening Protocol for Staff and Students

1. A completed DAILY health screening questionnaire is required for all students and staff upon arrival to school. A parent or guardian is responsible for completing daily screening on behalf of their child(ren). Daily screenings will ask if the person has:
  - (a) Had COVID-19 symptoms in the past 1 day, including a temperature of 100 degrees Fahrenheit or above;
  - (b) A Positive COVID-19 test in the past 14 days, and/or;
  - (c) Close or proximate contact with confirmed or suspected COVID-19 case in past 14 days.
  - (d) Visited any of the states listed on the NYS Travel Advisory within the past 14 days.
2. It is preferred that parents/guardians complete the screening questionnaire and temperature check before arriving to school.
3. Parents will be instructed to keep their children home if they answer yes to any of the screening questions, if they have a temperature of 100 degrees Fahrenheit or higher, or if they show any other signs of illness.
4. If it is not possible for screenings to occur prior to arrival at school, trained staff will conduct the screening upon arrival to school.
5. All screening questions must be answered, and each person will have their temperature taken.

- (a) Staff will not be able to go beyond the screening station if their temperature is 100.0 degrees Fahrenheit or higher. Students will be brought to the isolation area immediately.
- (b) No one will be able to go beyond the screening station if they answer "Yes" to any of the screening questions.
- 6. The following criteria is required in order for school personnel to perform temperature screenings:
  - (a) Staff will wash their hands prior to conducting the screening process, especially taking temperatures.
  - (b) Staff will wear appropriate PPE (face coverings and gloves) when taking temperatures; If PPE is not available, staff will remain behind a barrier that covers their entire face.
  - (c) People waiting their turn will be supervised and prompted to maintain social distancing requirements of 6 feet.
  - (d) Staff will be trained to take temperatures.
  - (e) Temperature screenings will be conducted with Temperature scanners or contactless thermometers, which will be wiped with an alcohol wipe in between people.
  - (f) If physical contact is made with any person, the staff member taking temperatures will change their gloves.
- 7. All persons screened need to be tracked on OCFS Form #6039. **Note:** The school is prohibited from recording anyone's health data (temperature); however, result will be documented as (pass/fail; cleared/not cleared).
- 8. School nurses will keep a record of all screening documentation

#### **Building Entry COVID-19 Screening Procedure for Visitors**

- 1. BCCS programs will limit visitation to essential visitors only; All essential visitors must adhere to the program's screening procedures.
- 2. Temperature checks and screenings will be performed on all essential visitors upon arrival at the school building, using the procedures outlined above.
- 3. All persons screened need to be tracked on OCFS Form #6039. **Note:** The school is prohibited from recording anyone's health data (temperature); however, the results of the screening will be documented as: pass/fail; cleared/not cleared.
- 4. If a visitor screens positive for any of the screening criteria or has a fever registering 100 degrees Fahrenheit or above, they will be asked to leave the building immediately. They will not be able to go beyond the screening station.
- 5. Non-essential visitors are defined as: contractors, vendors, mail carrier, delivery persons etc.
  - (a) Non-essential visitors will be denied entry into the building.
  - (b) All necessary deliveries to building will remain contactless. Each building will have a contactless delivery procedure
- 6. Delivery areas will be designated for packages, mail etc. and delivery will be contactless.

#### **When A Staff Member or Student Becomes Symptomatic While at School**

- 1. Each school building will have an isolation room, in addition to the nurse's office, to care for children or staff that are symptomatic of COVID-19.
- 2. School staff must report any noticeable illness of students or staff to the school nurse for an immediate assessment. Those with COVID-19 symptoms will leave the area immediately and go to the isolation room.

3. If a staff member or student has emergency warning signs (trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face) 911 will be contacted immediately.
4. If a staff member is suspected of having COVID-19, they will be sent home with instructions to follow up with their Doctor for evaluation and testing.
5. If a student is suspected of having COVID-19, they will remain in the isolation room, with a supervising adult, while waiting for transportation home by a parent/guardian.
6. The parent/guardian will not be permitted into the school building and the student will be brought to them when they arrive.
7. All areas that the staff member or student came into contact will be closed off until it is disinfected according to the CDC Guidelines; and the students and staff will be temporarily relocated while the area is being disinfected.

### **Return to School Following Illness**

1. BCCS will follow the CDC and DOH Guidelines for staff/students to return to school.
2. If a staff member or student's parent/guardian **thinks they** had COVID-19 because of the symptoms but it was not confirmed, they can return to school/work:
  - (a) At least 14 days since symptoms first appeared **and**
  - (b) At least 24 hours with no fever without fever reducing medication **and** clearance from their physician;
  - (c) Or fever free for 72 hours
  - (d) And symptoms have improved.

### **When A Staff Member or Student Tests Positive for Covid-19**

1. The state and local health department will be immediately notified about any positive test result by an employee or student and BCCS and will follow all local health department directives, including recommendation for potential need for closure.
2. Staff/students who are diagnosed with Covid-19 through testing:
  - (a) Will not be permitted to return to school or work until 14 days have passed since the test;
  - (b) It has been at least 24 hours with no fever without fever reducing medication **and** clearance from their physician is required;
  - (c) And symptoms have improved.
3. If a staff member/student tests positive for Covid-19, program will notify the parents and staff that they were in contact with this staff member/student, informing them that they may have been exposed to the Covid-19 virus.
4. If a student that uses bus transportation tests positive for COVID-19, the bus company will be notified so that the bus company can follow their protocols regarding COVID-19.

### **Cleaning and Disinfecting Following Suspected or Confirmed COVID-19 Case**

1. BCCS will consult with the local health department to determine if full school closure or just closing exposed areas within the school.
2. Recommendations from the local health department will be communicated with BCCS' executive office Management, parents, school districts and transportation companies using BCCS' communication plan.
3. BCCS will follow the CDC guidelines on "Cleaning and Disinfecting Your Facility"

### **COVID Testing**

1. Any decision regarding COVID-19 testing of students and/or staff will be made by a healthcare provider or the local department of health in accordance with CDC guidance, which requires that schools do not test or require students and/or staff to be tested for COVID-19 or the antibodies.

### **Contact Tracing**

1. Consistent with the NYSED and NYSDOH contact tracing requirements, all BCCS programs will cooperate with state and local health department (LHD) and assist to the greatest extent possible in reporting who may have had contact at school with a confirmed case by:
  - (a) Keeping accurate attendance records of students and staff members;
  - (b) Ensuring student schedules are up to date;
  - (c) Keeping a log of any visitors which includes date, time and where in the school they visited; and
  - (d) Assist local health departments in tracing all contacts of the individual at school and,
  - (e) While complying with the NYSED and NYSDOH contact tracing requirements, BCCS programs will seek guidance and direction from the local Department of Health to determine who may have to be excluded from school based on contact.
2. Procedure: The Director, or Designee of each BCCS Program upon notification or awareness of a positive COVID-19 test;
  - (a) Notifies the Local Health Department (LHD),
  - (b) Specifies that the person is a student or staff of a school operated under State Education Department,
  - (c) Obtains name, email, and phone number of LHD staff person to whom notification was made.
  - (d) Will document the recommendations of the LHD staff person as to the next steps or actions that program needs to take,
  - (e) Notifies his/her Supervisor and the agency Quality Assurance Personnel,
  - (f) Will collaborate with his/her Supervisor to ensure that to the greatest extent possible, the recommendations of the LHD staff person are addressed in a timely manner.
  - (g) Will notify Human Resources Department when BCCS employee/s have tested positive.

### **School Closure**

1. BCCS program directors, in consultation with the Executive Management Team and the Quality Assurance Department will collaborate with the LHD to stay informed should there be a community increase in COVID-19 cases beyond an acceptable level. They will determine the potential need for school closure due to parameters such as increased illness in school community and when absenteeism rates impact the ability of the school/s to operate safely.
2. BCCS programs may choose to modify operations, prior to closing in order to help mitigate a rise in cases.

## **HEALTHY HYGIENE PRACTICES**

### **General Guidelines**

1. The Brookville Center for Children's Services will adhere to hygiene, disinfection and sanitation requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health



(DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning, sanitizing and disinfection.

2. All staff will be trained in healthy hygiene practices including hand hygiene and respiratory hygiene

### **Hand Hygiene**

1. All staff and students will be trained that handwashing is the preferred method for appropriate hygiene and on when and how to wash hands, according to the CDC guidance.
2. Signage for handwashing protocols will be posted near areas where handwashing needs to occur and in the areas that they will be washing hands.
3. All employees and visitors must wash their hands upon entry to the building.
4. If running water and soap are not accessible, hand sanitizer must be available at entrance.
5. Signage will be posted near hand sanitizer throughout the building
6. Regular handwashing with soap and water for at least 20 seconds should be done by employees, visitors and students:
  - (a) upon entry to the building
  - (b) entry to the classroom (students)
  - (c) before eating
  - (d) after eating
  - (e) after doffing gloves
  - (f) before Handling Food
  - (g) before leaving the classroom
  - (h) upon returning to the classroom
  - (i) after sneezing, coughing or nose blowing
  - (j) after using restroom
  - (k) after touching or cleaning surfaces that may be contaminated.
  - (l) after using shared equipment like computer keyboards, phones and mice.
7. If soap and water are not available, only FDA approved, alcohol-based hand sanitizer (60% alcohol or greater) must be used.
  - (a) Signage will be posted near hand sanitizer dispensers throughout the building.
8. School medical or health directors should approve and permit use of alcohol-based sanitizer.
9. Supervision will be provided for all students using hand sanitizer for preschool and K-12 students. If parents do not want their children to use hand sanitizer, they can inform the school in writing
10. The use of hand sanitizer is prohibited for children under the age of 2 years.

### **Respiratory Hygiene**

1. All staff and students will be trained on appropriate respiratory hygiene and related signage will be posted throughout the building as reminders.
  - (a) Cover coughs and sneezes with tissues or corner of elbow
  - (b) Dispose of soiled tissues immediately after use
  - (c) Wash hands
2. Each room will be supplied with tissues and no touch/floor pedal trash cans-

## **SOCIAL DISTANCING**

### **General Guidelines**

1. Employees will be required to maintain a distance of at least 6 feet from other employees to the greatest extent possible, unless the safety of the core activity requires a shorter distance.
2. Employees will be required to wear face coverings at all times when interacting with children regardless of the distance between employee and child.
3. One-way traffic patterns will be created in hallways using arrows or tape. Signs will be posted denoting 6 feet of distance in commonly used areas, where lines are commonly formed.
4. Separate ingress/egress will be designated for employees and-for students/parents/and guardians during drop off and pick up.
5. Separate areas for pick-ups and deliveries will be established, to limit contact to the greatest extent possible.
6. In-person gatherings of employees will be limited, and virtual technology will be used, whenever possible, for staff/department meetings
7. Non-essential visitors will be prohibited on site to the greatest extent possible.
8. Social distancing guidelines are applicable during school safety drills, to the greatest extent possible; modifications will be made, as needed, to ensure social distancing between persons during school safety drills.

### **Protocols for Static Classroom Groupings**

1. Staff and Children groupings (cohorts) will remain static to the greatest extent possible. Program will avoid staff from transitioning between cohorts to the greatest extent possible.
2. The size of the group will be determined by the number of students that can be in the classroom while maintaining 6 feet social distancing.
3. The following guidelines will be followed if common areas will be used:
  - (a) Nonessential activities involving other groups at the same time will be restricted.
  - (b) Use of communal spaces will be staggered between student groups and will be cleaned and disinfected in between uses.
  - (c) Physical distancing requirements will be adhered to in common areas if necessary.

### **Guidelines for Classroom Configurations/ Set-up**

1. Classrooms will be arranged to ensure social distancing.
2. Student belongings will be kept separate. If it is necessary for supplies to be shared, the supplied will be limited to each cohort and disinfected daily.
3. Desks/ tables will be turned to face the same direction (rather than face each other).
4. Visual aids will be posted in the classroom for traffic flow and spacing during play or group activities.
5. Physical distance will be maintained during rest time in day care rooms (head /toe), cots and cribs will be 6 feet apart.

### **Arrival/Dismissal**

1. Please refer to the Transportation section, page 14, for arrival and dismissal guidance.

## PERSONAL PROTECTIVE EQUIPMENT

### General Guidelines

1. The Brookville Center for Children's Services will provide employees with acceptable PPE at no-cost to the employee and will have an adequate supply of PPE at all times.
2. All employees, students and essential visitors to the program must wear a face covering at all times.
3. All employees will be trained in appropriate use of PPE including donning, doffing and cleaning procedures.
4. BCCS programs are NYSED approved, licensed by OCFS and regulated by DOH. As such, all programs adhere to the strictest guidelines, as per the DOH, regarding the requirements for students wearing face coverings.
  - (a) Face coverings are required for students over the age of 2 years.
  - (b) Upon school reopening in September, students will be assessed to establish a baseline for their ability and/or tolerance for wearing a face covering.
  - (c) Students will be encouraged to increase their tolerance to wearing a face-covering through BCCS educational curriculum, which includes social stories, practice and reinforcement.
  - (d) Exceptions will be made for students where such covering would impair their health or mental health and would present a challenge, distraction, or obstruction to education services and instruction. In this case, a referral will be made to the student's Psychologist and/or Behaviorist for additional support and guidelines.
  - (e) BCCs will consider each student's dignity and emotional well-being when providing intervention and will only proceed according to the student's ability to tolerate intervention in the absence of challenging behaviors.
5. Staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

### Maintaining Adequate Supply of PPE For Use by Employees and Children

1. Nurses will wear N95 masks when deemed appropriate.
2. Staff must wear surgical masks or cloth face coverings at all times while in school.
3. Staff members working with infants or with children who may have excessive secretions must wear gowns.
4. Nurses must have their own face shield.

### PPE Restrictions/Exceptions

1. Face covering should not be used by children under the age of 2 years; for students where such covering would impair their health or mental health; such covering would present a challenge, distraction, or obstruction to education services and instruction.
2. Face coverings should not be used when someone is having trouble breathing or is unconscious; or if incapacitated and unable to remove the face covering on their own.

## FACILITIES

### SQUARE FOOTAGE and SOCIAL DISTANCING

#### Protocols for Office Space/Plans for Relocation and Modification

1. All office spaces will be evaluated for square footage and appropriate social distancing.
2. Office spaces will be modified, if needed, to allow for at least 6 feet of physical distance between employees.
3. If the office space does not allow for proper physical distancing or meet standards for capacity according to New York State's reopening plan, the work space will be relocated or modified to provide for both.
4. Unnecessary furniture, toys, and materials will be removed or reorganized in therapy rooms and office spaces in order to maximize available space for required physical distancing.
5. Where appropriate, barriers will be installed to separate work spaces.
6. BCCS will consider all options for staff to work remotely in order to maximize existing office space.
7. Individuals, that are not part of an assigned cohort, should not physically enter office space, unless absolutely necessary. Daily communication among staff will be conducted via phone and email.
8. If staff needs to transport students to a therapy area, they will not physically enter the area.

#### Shared spaces (kitchens, copy rooms, lunchrooms)

1. Shared spaces will be marked with physical distancing decals to indicate appropriate social distancing guidelines.
2. Signage and systems for restrooms (flagging occupancy) will be implemented.
3. Lunchrooms will be re-configured to ensure appropriate physical distancing.
4. Staff should consider using insulated bags for lunches to reduce traffic in kitchens and, to limit sharing of refrigerators. To reduce traffic in copy rooms, requests can be made for copy jobs or staff can be supplied with printer/copiers in their workspace.

### REDUCTION of TRANSMISSION

#### Scheduling

1. The scheduled times that require transitioning throughout the buildings (i.e. 30-minute intervals) will be staggered in order to minimize traffic in the hallways.
2. Staff lunch/break time will be staggered to minimize traffic in the hallways as well as the amount of people in common areas such as the staff lounge.
3. Building Barriers
  - (a) If necessary, light-transmitting plastics will be used as barriers in locations that cannot comply with social distancing requirements and/or when it is not possible to wear a face covering.
  - (b) All barriers used will comply with 2020 NYS Uniform Fire Prevention and Building Code.
4. Alcohol-based Hand Sanitizer Dispensers will be installed in areas that are frequently touched such as doors, copy machines, phones, etc.
  - (a) Staff will use the hand rub prior to and immediately after using or touching the area.

## **CLEANING AND DISENTECTING**

### **Routine Cleaning Indoor Areas**

1. A cleaning schedule will be maintained in every program and will specify areas requiring cleaning, sanitizing and/or disinfecting as defined by NYSDOH.
2. Schedule of cleaning, sanitizing and disinfecting, including date and time, will be documented on a daily log in every building.
3. The cleaning, disinfecting and sanitizing schedule will include the following areas:
  - (a) Classrooms: to include desks, tables, chairs, rugs, door handles, faucets, light switches, telephones, computer keyboards, trash receptacle lids, iPads etc.
  - (b) Therapy rooms
  - (c) Health office
  - (d) Bathrooms
  - (e) Frequently touched surfaces: to include entry doors, exit doors, phones, faucets, door handles, handrails, reception area etc.
  - (f) Playgrounds

### **Routine Cleaning Outdoor Areas**

1. Outdoor areas, such as playgrounds in schools, generally require normal routine cleaning, but do not require disinfection.
2. Do not spray disinfectant on outdoor playgrounds.
3. High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely and in between groups.
4. Cleaning and disinfection of wooden surfaces or groundcovers (mulch, sand) is not recommended.

### **Cleaning of Shared Equipment, Instructional Materials and Shared Spaces**

1. Each student and staff cohort will have their own materials and equipment to the greatest extent possible.
2. Shared storage spaces, items, or equipment will be disinfected in between each use. If disinfecting in between use is not possible, these types of spaces, items, or equipment will be avoided.
3. Unused items should be appropriately covered and stored.

### **Requirements for Each Building**

1. Cleaning disinfecting and sanitizing schedule and log.
2. CDC approved solutions for cleaning, sanitizing and disinfecting

## **ACCESS TO DRINKING WATER**

1. Traditional water fountains will be disabled
2. Traditional water fountains may be replaced with water units with bottle fillers
3. Sealed water bottles will be available to staff and students if needed

**VENTILATION**

1. BCCS will ensure that building ventilation systems are operate properly.
2. Buildings will increase circulation of outdoor air to the greatest extent possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
3. BCCS will use higher efficiency filters when deemed necessary.

**CHILD NUTRITION****NATIONAL SCHOOL LUNCH/BREAKFAST PROGRAM**

1. Please refer to the students' home school district for information regarding their enrollment in either program.
2. Parents are required to provide lunch and snacks for their children.

**SAFETY AND SANITATION****Student Meals and Snacks**

1. All common areas previously used for student meals will be closed until further notice (i.e. Cafeteria).
2. All meals/snacks will be consumed by students within their classrooms, with the assistance of classroom staff. Students with food allergies will be clearly identified and information will be communicated with staff to protect students.
3. Students and staff will be required to wash their hands immediately before and after eating. Staff will provide students with the support needed in order to follow appropriate hand washing hygiene.
4. Classroom tables and/or desks will set up for meal/snack time, so that students can be seated following social distancing guidelines, as well as discouraged from sharing/grabbing other students' food.
5. Staff will wear masks/facial coverings during meal/snack time. Staff will wear gloves if they need to assist students with feeding.  
(a) Please note that preschool and day care programs must wear gloves while handling student's food regardless of COVID-19 safety guidelines.
6. Students will be able to remove their masks/facial coverings in order to eat.

**Sanitation**

1. Each classroom at BCCS is equipped with garbage receptacles with foot pedals.
2. Staff will wear gloves when disposing of waste from student meals.
3. Surfaces where meals are consumed will be sanitized before and after the consumption of meals/snacks.
4. Garbage receptacles will be emptied nightly by cleaning crew or as needed during the day by classroom staff.

**Staff Meals**

1. Common areas will follow social distancing guidelines and appropriate signage will be posted. Staff breaks will be staggered to facilitate social distancing requirements.

2. Visual markers will be placed in the common area, where there is likely to be a line or crowding, to indicate the 6 feet social distance requirement (near refrigerators, microwaves, coffee pots, etc.)
3. Staff will be able to remove face coverings only while they are eating.
4. Each common area will be equipped with contactless garbage receptacles with foot pedals.
5. Garbage receptacles will be emptied nightly by cleaning crew.

## TRANSPORTATION

### GENERAL GUIDELINES

1. Bus transportation for BCCS students is the responsibility of the County for preschool-students and the student's School District for school age students.
2. It is the responsibility of the bus companies and their staff to adhere to all SED, DOH-safety requirements and protocols during student pick up, while in transit and until the student's departure from the bus.

### Protocols for Disembarking School Bus

1. Students will be met by a BCCS staff from their own classrooms or other designated staff from their cohort, to the greatest extent possible, at the bus door.
2. Social distancing protocols will be followed. Staff will wait on appropriately placed distant markers outside the building as buses arrive.
3. Assigned staff will remove students from the bus and accompany them to the screening station. All students will enter the building utilizing designated entrance. To ensure socially distant protocols are followed, markers will be placed for screening line.
4. Bussing traffic staff will be informed if the screening line is full and will halt any additional student disembarking until it is safe and clear to continue.
5. Once students are temperature screened and are cleared, they will be taken directly to their classrooms and will be assisted with appropriate hand washing or use of dispensed hand sanitizer.
6. Students with a temperature of 100.0 or higher will immediately be taken to the designated isolation area. The school nurse will be notified, the student's temperature will be confirmed, and parents will be notified to pick up their child.

### Protocols for Dismissing Students (Buses)

1. All students will remain in their classrooms until their bus number is called. Limited buses will be called at one time in order to limit movement in the hallways and boarding lines.
2. Students will be taken to their bus by staff members from their own classroom or other designated staff from their cohort, to the greatest extent possible,
3. All socially distant protocols will be followed when leaving the building.
4. Students will be instructed/assisted with masks prior to leaving their classroom and boarding the bus.

### Protocols for Parent Drop Off

1. Parents will be directed to the student drop off location (site specific).
2. Students will be temperature screened in the parents' vehicle. If the student has a temperature of 100.0 or higher, they will not be permitted in the building.

3. Students will be received from their parents' vehicle by staff members from their own classrooms or other designated staff from their cohort, to the greatest extent possible.
4. Temperature screened students who are cleared will be taken directly to their classrooms and will be assisted with appropriate hand washing or dispense hand sanitizer.

### **Protocols for Dismissing Students to Parents**

1. Parents will be directed to the Parent pick up area (site specific). Busing staff will notify school staff of parents' arrival.
2. Parents who wish to pick up their child prior to typical dismissal time will be instructed to call the school upon their arrival and the classroom staff will be notified.
3. Social distance between staff and parents will be maintained to the greatest extent possible. Staff will be required to wear face-coverings during interaction with parents.
4. Staggered arrival and departure times will be considered when applicable.

### **Transportation Protocols for Children's Residential Program**

1. Refer to page 24 in this guidance

## **SOCIAL EMOTIONAL WELL BEING**

### **GENERAL GUIDELINES**

1. BCCS will use research-based curricula to address coping skills, relationship building, empathy, resiliency, adaptability, return to routine and belonging.
2. SEL focus will be placed on family engagement, social emotional learning, relationship building, belonging, adaptability and transition to school through both in person and remote teaching platforms in order to provide a solid support network.

### **SEL for Students**

1. Students will be assessed through observation and parental interview when they return to in-person instruction to determine individual needs related to social-emotional and behavioral supports.
2. Staff will be trained, through on-going professional development, to identify students' social, academic and behavior challenges.
3. A multi-tiered systems of support (MTSS) will be implemented to address academic and behavioral challenges for all students.
4. Transition back to school will focus on the following SEL areas through explicit teaching and embedded experiential learning opportunities throughout the day:
  - (a) Relationship building,
  - (b) Increasing coping skills
  - (c) Resiliency
  - (d) Adaptability (i.e., new routines, expectations and teaching formats)
  - (e) Belonging
  - (f) Social emotional well-being of students
  - (g) Building peer relationships
  - (h) Building adult-student relationships
  - (i) Preparing for transition between remote and in person learning schedules.



**SEL Parents**

1. Parents will be kept informed of all reopening plans as they pertain to children's health and safety, education and social emotional supports.
2. The social emotional support team, led by Psychologists and Social Workers, will work in partnership with parents to implement social emotional learning programs.
3. The following parental supports will be provided:
  - (a) Parent Counseling and training
  - (b) Parent Training Workshops
  - (c) Parent support groups
  - (d) Parents will be guided to agencies that address and support individual parental and/or family needs.

**SEL for Staff**

1. Staff will be provided with the supports required in order for them to support our students and to support their own well-being.
2. Prior to reopening of our programs staff will be provided with the following supports:
  - (a) Training, through remote learning platforms, on policy and procedural changes as it pertains to health and safety of students and staff.
  - (b) Staff support groups focusing on the impact the current crises may have on their return to work.
  - (c) On-going opportunities for adults to strengthen their own social and emotional competencies.
  - (d) Prior to reopening provide onsite training to allow staff to acclimate to new building structure and spatial changes.
  - (e) Provide training on staff's role in supporting student social emotional competencies and learning as well as cultural and linguistic responsiveness.
  - (f) Provide staff regular opportunities to discuss their individual needs through regular meetings or staff surveys.
  - (g) Guide staff to access to mental health and trauma supports.
  - (h) Provide resources for adults and referrals to support their individual needs including BCCS' Human Resource Department.

**SCHOOL SCHEDULES and TEACHING AND LEARNING****REMOTE LEARNING PLAN**

BCCS has put contingency plans in place to address students' remote learning needs in the event of potential future intermittent or extended school closures, when a parents or guardians request remote instructions for students and as part of the hybrid model (combination of in-person and remote). The reopening plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist. In the event BCCS deems provision of in person services unsafe at any time in the future, a protocol will be in place that will allow a seamless transition from the hybrid learning model to the full remote learning model.

**INSTRUCTION AND LEARNING PLANS****Phase in Model**

1. BCCS will use one of the following models based on guidance from our regulatory agencies:

- (a) A hybrid model, which consists of a combination of in-person instruction (students are physically in school) and remote learning (students receive instruction through virtual platforms).
  - (b) Full remote model, whereby physical attendance in school will not be possible, and students will receive all instruction through virtual platforms. BCCS will implement their emergency school closure policies and procedures when using a full remote model.
  - (c) Full in-person, which consists of school being open for full physical attendance of staff and students.
2. Full remote services will be provided to students if it is requested by their parents/guardians.
  3. Lesson plans will be created for both in-person, remote and hybrid instruction.
  4. Instruction will be individualized, which will be guided by the goals and services determined by the IEP, regardless of the mode of instruction.
  5. During in person instruction, students will be provided with the skills needed for remote learning.
  6. Students' instructional schedules and routines will be kept as consistent as possible during remote learning.
  7. Documentation of services provided, and progress made will be maintained at all times and in compliance with SED requirements.
  8. BCCS programs will provide multiple ways for students to participate in learning in remote or blended models if they do not have sufficient access to devices and/or internet access, by utilizing other modes of service provisions such as telephone services, regular mail or modality of parents choosing to the greatest extent possible.

### **Remote Learning**

1. Professional development will be provided to school leaders and educators on implementing effective remote instruction
2. Instruction will be provided to students to increase their skills needed for a remote learning environment.
  - (a) Technical support will be provided to parents/caregivers, to the greatest extent possible, so they can support the students in remote instruction.

### **Remote Access**

1. Staff and students will be provided with access to the technology that is required to participate in a hybrid or full remote educational model, to the greatest extent practicable.
2. Staff and students will be surveyed to determine their current access to computing devices, including items such as a laptop, desktop, Chromebook, iPad, Tablet.
3. Staff will continue to be provided with the necessary training in remote instruction methods to support class/therapy sessions via remote instruction.
  - (a) Technical support will be provided to staff to train and facilitate remote learning
4. Staff will be provided with access to student files using confidential (protected) remote access.

### **Connectivity**

1. Student's families will be encouraged to reach out to their respective programs if they need assistance accessing the remote learning platforms.
2. BCCS will direct families to their school district for support.
3. BCCS staff will be encouraged to contact their respective programs, in the event they have difficulty providing services through the remote-learning platform.

**Schedules and Reducing Density**

1. Staff and students' schedules will be adjusted to accommodate the model of instruction that will allow us to work within the density requirements of regulatory agencies.
2. Employee hours will be staggered to limit the number of people during daily health screening procedures.
3. In-person presence will be limited to students, and those staff who are necessary to be at the school during normal school hours
4. A remote workforce will be utilized to provide additional space and to accommodate social distancing requirements.

**Physical Education**

1. **To the greatest extent possible, adapted physical education classes will take place outdoors.**
2. **In-Person Learning**
  - (a) Students and staff will ensure a distance of 12 feet in all directions is maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing
  - (b) Choices regarding activities in adapted physical education should focus on individual pursuits and skills rather than team or contact sports
  - (c) All games chosen for these classes should require no physical contact and do not require student to be in close proximity to one another should
3. **Remote Learning**
  - (a) Opportunities should be created for students to share and connect with each other remotely (e.g., opportunities for class meetings through Zoom)
  - (b) Video and images demonstrating activities and/or skills should be used as a method of instruction
  - (c) Lessons delivered remotely should be safe to complete within the student's home
4. **Hybrid Model**
  - (a) Adapted physical education teachers should consider the following methods of instruction for a hybrid model:
  - (b) Have students learn about a skill or topic at home remotely, then build upon that skill during in-person instruction
  - (c) Provide live learning opportunities for students learning remotely
  - (d) Record lessons for students who may not be able to access live instruction as it happens

**BUDGET AND FISCAL MATTERS**

BCCS Preschool and School-Age approved programs receive funding under Article 81 and/or Article 89 of the Education Law pursuant to tuition rate setting methodology and are subject to specific attendance and reimbursement rules (refer to attendance section below).

## ATTENDANCE AND CHRONIC ABSENTEEISM

### ESTABLISHING ENROLLMENT

1. Enrollment is established for each student by documenting consecutive days of attendance.
  - (a) Three consecutive days are required to establish enrollment for Extended School Year (ESY).
  - (b) Five consecutive days are required in order to establish enrollment for the school year beginning in September.

### Preschool Programs

1. A student will be considered present if he/she participates in any of the following ways in the remote learning environment:
  - (a) Student attends a live therapy session
  - (b) Student attends a live individual (SOLS) or group classroom session
  - (c) Student/Parent accesses(opens) a Class Dojo post
  - (d) Student/Parent accesses (opens) the individual portfolio in Class Dojo
  - (e) Parent messages teacher through class Dojo regarding activities.
  - (f) Parent participates in phone consultation with teacher/therapist
  - (g) Parent acknowledges receipt of an asynchronous session sent via email
  - (h) Student participates in a synchronous art, music or movement class, OR accesses a Class Dojo post in these areas.

### School –Age Programs

1. A student will be considered present if he/she participates in any of the following ways in the remote learning environment:
  - (a) Student attends a live therapy session
  - (b) Student attends a live individual (SOLS) or group classroom session.
  - (c) Parent participates in phone consultation with teacher/therapist
  - (d) Student logs in to the Google Classroom platform.
  - (e) Student/Parent acknowledges receipt of an asynchronous session sent via email.
  - (f) Student participates in a synchronous art, music or movement class

### Documentation

1. Team members who have contact with students/families will inform the classroom teacher daily of attendance in synchronous and/or asynchronous sessions.
2. Classroom teachers will document attendance based on the above criteria in attendance books and will indicate the method used to verify participation on each of the three consecutive days.
3. Claims attendance will be completed daily until enrollment is established.
4. Each program will maintain a spreadsheet documenting the methods used to establish enrollment for

## TECHNOLOGY AND CONNECTIVITY

### TECHNOLOGY

#### Remote Access

5. Staff and students will be provided with access to the technology that is required to participate in a hybrid or full remote educational model, to the greatest **extent practicable**.
6. Staff and students will be surveyed to determine their current access to computing devices, including items such as a laptop, desktop, Chromebook, iPad, Tablet.
7. Staff will continue to be provided with the necessary training in remote instruction methods to support class/therapy sessions via remote instruction.
  - (a) Technical support will be provided to staff to train and facilitate remote learning
8. Staff will be provided with access to student files using confidential (protected) remote access.

#### Remote Learning

3. Professional development will be provided to school leaders and educators on implementing effective remote instruction
4. Instruction will be provided to students to increase their skills needed for a remote learning environment.
  - (a) Technical support will be provided to parents/caregivers, to the greatest extent possible, so they can support the students in remote instruction.

#### Connectivity

4. Student's families will be encouraged to reach out to their respective programs if they need assistance accessing the remote learning platforms.
5. BCCS will direct families to their school district for support.
6. BCCS staff will be encouraged to contact their respective programs, in the event they have difficulty providing services through the remote-learning platform.

## CAREER AND TECHNICAL EDUCATION

### TRANSITION PROGRAM

1. School-age students that participate in BCCS' transition program will be restricted from attending activities that require travel to other locations within and outside of the agency.
2. All transition goals will be addressed on campus.

## ATHLETICS AND EXTRACURRICULAR ACTIVITY

Not applicable

## SPECIAL EDUCATION

### PROVISION OF FREE APPROPRIATE PUBLIC EDUCATION (FAPE):

1. BCCS considers in-person services a priority for students with disabilities whenever possible.
2. To develop this reopening plan, BCCS has incorporated NYSED, NYSDOH, OCFS and CDC's most recent guidance and requirements in order to ensure provision of free appropriate public education (FAPE).

### PARENT ENGAGEMENT:

#### Family-Centered Plan

1. BCCS has engaged all stakeholders through a variety of modes of communication. This includes several town-hall meetings with parents in order to share the determining factors around school reopening, progress made to date, to answer questions and to hear their suggestions.
2. BCCS leadership has communicated frequently with staff, school districts and oversight agencies throughout the emergency school closure. Our goal was to create a sound plan through a collaborative process for a successful reopening of our programs and services to support students with disabilities, their families, and our employees in a safe and responsible manner.
3. BCCS will continue to create opportunities that foster meaningful engagement of parents in their preferred language or mode of communication to the greatest extent possible, as family involvement is crucial in the students' progress.

### IEP IMPLEMENTATION, PROVISION OF SERVICES AND DOCUMENTATION:

1. BCCS programs, to the greatest extent possible, will ensure substantive interaction between student and staff, whether instruction is delivered through a full remote, hybrid or in person platform.
2. BCCS will ensure equity of school instruction, whether delivered through a full remote, hybrid or in person platform, by providing clear opportunities for instruction that are accessible to all students. This will allow for all students to interact, seek support and feedback from their teachers.
3. Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to COVID-19 outbreak, continues to apply to programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.)
4. All services provided to students will be documented and maintained in accordance with the regulatory requirements.
5. BCCS has developed an Emergency Closure Manual for staff which clearly explains remote service provision and documentation of services for each discipline and job title.
6. In addition to documentation and maintenance of hard copies of the required documentation, in accordance with the BCCS document retention policy, an internal digital filing system has been created that allows documents to be digitally filed and maintained. This expedites access and retrieval of data and documents and allows smooth transitions between remote and in person services in the event that BCCS deems provision of in person services unsafe at any time in the future.

**COLLABORATION WITH CPSE AND CSE:**

1. BCCS programs are committed to working closely with the committees on preschool special education (CPSE) and committees on special education (CSE) in order to implement individualized education programs (IEPs) and to monitor and communicate student progress.
2. Teachers and service providers will continue to collect data, whether in-person or remote, and will use these data to monitor students' progress toward their annual goals.
3. BCCS leadership has communicated frequently with committees on special education throughout the emergency school closure, this includes:
  - (a) Planning for students' IEPs.
  - (b) Providing information as requested by the CPSE/CSE when/if considering the need for compensatory services.
  - (c) BCCS will continue to collaborate with CPSEs and CSEs for the most appropriate planning for services to address each individual student's needs.

**LEAST RESTRICTIVE ENVIRONMENT (LRE)****Integrated Educational Classrooms**

1. To the greatest extent possible BCCS Programs will provide equal access to high-quality programs and services based on students' individual needs and abilities and consistent with the students' IEP, students will have opportunities for instruction with students without disabilities.
2. During in-person instruction, BCCS schools that provide SCIS will ensure that implementation of the health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.
3. Attendance of students with special needs and non-disabled children will be documented for in-person, remote and hybrid educational models.

**ACCOMMODATION AND TECHNOLOGY:**

1. BCCS programs have and will continue to provide access to necessary accommodations and technology to meet the unique disability related needs of students to the greatest extent possible.
2. Continuous communication channels have been created with parents which allows families to express their child's specific need/s for necessary accommodations and technology.

**GENERAL OVERVIEW**

This plan has been developed based on the available guidance, as well as assessment of our current ability to provide safe, in person educational services. However, as our ability to implement this plan is directly dependent on unpredictable factors, we will continuously monitor the ability of our programs to remain in compliance with the reopening plan and all regulatory requirements that would ensure health and safety of students and staff. A guidance has been developed to be communicated with staff that will allow a seamless transition between the hybrid learning model and the full remote learning model, in the event BCCS determines that continuation of in person services in a safe manner is not possible. Guidance for the transition to in-person, hybrid or full remote services will be communicated with staff in advance of the start of in person services and upon any future intermittent or extended school closure. Communication will occur through a variety of means, such as training, email and posting on the agency's employee website (Connect). In addition, Parent and school districts will be informed if such circumstances arise.

**BILINGUAL EDUCATION AND WORLD LANGUAGES**

Not applicable

**STAFFING**

1. BCCS programs will ensure that all teachers hold valid and appropriate certificates for their teaching assignment except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.
2. BCCS will continue to follow their policy and procedures regarding annual staff evaluations.
3. Employees who disclose their own vulnerable health conditions, or someone they live with who is at risk, will be referred to and offered guidance from the Human Resources Department, as well as our Employee Assistance Program (EAP). Each individual employee's personal health concerns will be treated in a confidential manner, as required by applicable laws, and will be reviewed on a case by case basis to reasonably accommodate the employee's request. The health and safety of the employee remains of paramount concern throughout the interactive process, while at the same time factoring in the operational needs of the school(s).

**STUDENT TEACHING**

BCCS will evaluate their ability to accommodate student teachers and/or interns on a case-by-case basis.

**CHILDREN'S RESIDENTIAL PROGRAM (CRP)-853 School  
TRANSPORTATION GUIDELINES****CARE OF VEHICLES**

1. Students that attend BCCS' school programs and reside in the CRPs are transported from the residential facilities to their approved school via agency-owned vehicles.
2. All agency-owned vehicles used to transport students to and from school:
  - (a) Will be disinfected once per day;
  - (b) Will disinfect high contact areas in between am and pm transportation routes'
  - (c) Will NOT be equipped with hand sanitizer due to its combustible composition.
3. Transportation vehicles will be equipped with extra PPE.

**TRANSPORTATION STAFF**

1. Any staff member riding in an agency vehicle used to transport students are not permitted to carry hand sanitizer on their person.
2. All staff will be provided with and required to wear appropriate PPE, including face coverings.
3. All staff will be provided with on-going training related to the appropriate use of PPE and social distancing rules.
4. Staff that have direct contact with students are required to wear gloves.
5. All staff will be subject to the health screenings indicated in this guidance upon arrival to the school buildings and if they need to enter the building.



**STUDENTS TRANSPORTED BY AGENCY VEHICLES**

1. Students will be provided with on-going support and training on the use of PPE.
2. Students are required to wear face coverings while in transport to and from schools, if they are physically and mentally able.
  - (a) Transportation will not be denied if a student is unable to wear a face covering due to their disability
  - (b) Social distancing guidelines of 6 feet will be maintained to the greatest extent possible.