



Specialized Early Childhood Center of WNY, Inc.

COVID-19 Reopening Plan

2020-2021

July 31, 2020

Table of Contents

Introduction	2
Communication/Family and Community Engagement	4
Health and Safety	6
Facilities	18
Child Nutrition	19
Transportation	20
Social-Emotional Well-Being	23
School Schedules	26
Attendance and Chronic Absenteeism	27
Technology and Connectivity	28
Teaching and Learning	29
Career and Technical Education (CTE)	29
Athletics and Extracurricular Activities	29
Special Education	30
Bilingual Education and World Languages	30
Staffing	32
Plan Contributors	32
Key References	33

Introduction

At Bornhava, our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our Preschool Special Classes, Special Classes in an Integrated Setting and our Early Intervention Developmental Group and aligns with the regulations developed in collaboration with New York State Department of Health and the New York State Education Department.

In addition to published guidance, recommendations from Bornhava's Re-Opening subcommittees as well as caregiver and staff surveys were utilized in the formation of this re-opening plan. Areas outlined in this plan represent the myriad of considerations Bornhava will address to reopen our classrooms at all of our locations safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on pre-academic instruction and developmental growth to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our children is a priority and therefore have been addressed this within our plan.

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to insure that students and employees feel comfortable and safe returning to school. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), the [New York State Education Department \(NYSED\)](#) and the [Office of Children and Family Services \(OCFS\)](#). All of our partnering agencies are licensed child care centers through OCFS, which promotes the use of NYSDOH guidelines for health and safety during the COVID-19 pandemic. They have assured Bornhava that they will follow these guidelines in their centers. Bornhava has requested copies of each agencies re-opening plan and will post each plan on our website: www.bornhava.org, when they become available.

It is possible that we may need to navigate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Donna M. Ringholz will serve as the agency's COVID-19 Coordinator. She will serve as a central contact for schools and stakeholders, families, staff and other school community members, and will ensure the agency is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our children, families, staff, and community.

Specialized Early Childhood Center of WNY, Inc. d/b/a Bornhava

BEDS Code: 140201880004

Administrative Site: 25 Chateau Terrace
Amherst, NY 14226

Program Site #1: **25 Chateau Terrace**
 Amherst, NY 14226

Program(s) approved at this location:
4410 - 4 preschool special classes
Early Intervention Developmental Group
Multidisciplinary Evaluations

Program Site #2: **Amherst Community Church Child Care Center (A5C)**
 77 Washington Highway
 Amherst, NY 14226

Program(s) approved at this location:
Special Class in an Integrated Setting

Program Site #3: **Lockport Academy**
 85 North Adams St.
 Lockport, NY 14094

Program(s) approved at this location:
Special Class in an Integrated Setting

Program Site #4: **State University College at Buffalo Child Care Center**
 1300 Elmwood Ave.
 Buckham Hall, C-Wing
 Buffalo, NY 14222

Program(s) approved at this location:
Special Class in an Integrated Setting

Program Site #5: **Infant of Prague Academy**
 921 Cleveland Dr.
 Cheektowaga, NY 14225

Program(s) approved at this location:
Special Class in an Integrated Setting

Contact Person (Name, Title): Donna M. Ringholz, Executive Director

Contact Phone Number: (716) 839-1655 ext. 302

Contact Email Address: dringholz@bornhava.org

This plan and subsequent revisions will be posted at: www.bornhava.org

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of children and staff;
2. Providing the opportunity for all children to access education in the fall;
3. Monitoring schools, children, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the children and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, collaborating agencies, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our children caused by school closure; and
7. Considering and supporting diversity in our schools as we provide education is essential.

Communication/Family and Community Engagement

To help inform our reopening plan, Bornhava has sought feedback and input from stakeholders, including the Board of Directors, administrators, staff, parents/guardians of children, local health department officials and health care providers, community partners and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations.

Bornhava remains committed to communicating all elements of this reopening plan to parents and guardians, staff, community partners and visitors. The plan is available to all stakeholders via the agency website at www.bornhava.org and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, Bornhava has developed a plan for communicating all necessary information to agency staff, children, parents/guardians, visitors and education partners and vendors. The agency will use its existing communication modes – including written correspondence, e-mail, Bornhava’s website, texting, telephone contact, posting on private social media platforms, apps such as Class Dojo, Remind, Google Duo, Zoom – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

Bornhava’s Communication Goals:

- To encourage all children, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, DOH and OCFS guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.

- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

Bornhava developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the agency to inform the school community. Information will be dispersed in a variety of platforms that include:

- Website
- Call lists
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by district
- Town hall type meetings (Zoom, WebEx, Google Classroom, etc.)

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so
- The facts as we currently know them (NYSDOH, CDC)
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home, if they feel sick
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available)
- Encouraging personal responsibility for yourself and your work area
- Educating the school community on agency policies/procedures, including how to properly wear and dispose of a face mask/respirator

Health and Safety

The health and safety of our children, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to Bornhava. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at dringholz@bornhava.org or (716) 839-1655 ext. 302

To ensure employees and students comply with communication requirements, Bornhava will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, Bornhava must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations

Facility Entry

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in point.

Face Coverings

- A face covering, must be worn by all individuals, children (if feasible), staff, and visitors on Bornhava's property when social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their own face covering, however additional face coverings will be provided Bornhava, when needed.
- For children who are unable to tolerate a face covering, and have provided medical documentation from a licensed physician, including children where such covering would impair their physical or mental health are not subject to the required use of a face covering.

- Bornhava will provide periodic training to children and staff on how to adequately put on, take off, clean (as applicable) and discard face coverings.

Mask Breaks

- Breaks should occur throughout the day when individuals can be six (6) feet apart and ideally outside or at least with the windows open. Classrooms may establish a six (6) foot, mask-free zone in which children/staff may take their mask breaks. If such zones cannot be safely established, other arrangements will be made to accommodate mask breaks.

Transparent Face Coverings

- Transparent face coverings provide access to visual cues for communication purposes. These will be considered as an alternative for our students, children who are deaf/hard of hearing, language/speech delayed, and their teachers and therapists.

Daily Health Screening

- Prior to entering Bornhava, individuals must complete a health screening questionnaire. This questionnaire is accessible through the Bornhava website at www.bornhava.org.
- Staff should complete this screening prior to arriving at work and noting completion on the sign-in sheet upon arrival.
- Paper copies of the questionnaire for visitors will be available in the vestibule.
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact the nurse immediately and await further instruction.
- Children and visitors will be screened for temperature at arrival.
 - Parents are encouraged to monitor for temperatures and symptoms prior to leaving home, however children will be screened at arrival for temperatures.
 - Visitors (very limited) will have their temperatures taken upon arrival.
- All staff must sign in and out of the building at the front desk *each* time they enter and exit the building.
- Children will be signed in and accounted for as without fever/symptoms and able to attend school through attendance log.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.
- Corridors will be created where individuals can enter the facility when in-person screening is utilized.
 - Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Should a person answer “yes” to any of the screening questions, specific procedures should be followed. Please reference the Suspected or Confirmed COVID-19 Case section for guidance.

Social Distancing

- All individuals on Bornhava premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.

- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Hygiene

Hand washing - Children and staff must practice good hand hygiene to help reduce the spread of COVID-19. Classrooms should plan time in the school day schedule to allow for hand hygiene.

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the “happy birthday” song twice
 - Adequate facilities and supplies for hand washing including soap and water
 - Use of paper towels or touch-free paper towel dispensers where feasible
 - Use of no-touch/foot pedal trash can where feasible
 - Extra time in the schedule to encourage frequent hand washing
- Children and staff should wash hands as follows:
 - Upon entering the building and classrooms
 - After sharing objects or surfaces
 - Before and after snacks and lunch
 - After using the bathroom
 - After helping a student with toileting
 - After sneezing, wiping, or blowing nose or coughing into hands
 - Anytime hands are visibly soiled
 - When handwashing is not available use a hand sanitizer
- Hand Sanitizer - At times when hand washing is not available children and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted the sanitizers are flammable and children must be monitored and supervised when using these. Using hand sanitizers should include:
 - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
 - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed in the Chateau building, except related to the safety and well-being of students. Parents/guardians will not go beyond the front vestibule unless it is for the

safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school.

Visitors

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All visitors check in with the administrative assistant, by pressing the buzzer, for temperature screening and to complete the Daily Health Screen.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance stating their destination for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on the premises, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.

Vendor

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- All vendors check in with the administrative assistant, by pressing the buzzer. They should not be given access beyond the vestibule unless absolutely necessary.
- All meetings with vendors should be held outside or via electronic means, when possible.
- If allowed access, all vendors must sign in and out at the main entrance, stating their destination at that building for contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on site, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.

Training

Bornhava will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

Bornhava will ensure all children are taught how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
 - Proper respiratory etiquette, including covering coughs and sneezes.
 - Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between use. Examples of communal objects include, but are not limited to, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
 - Provide employees and caregivers with up-to-date education and training on COVID-19.
 - Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Training for Screeners

Bornhava will identify individuals familiar with CDC, Occupational Safety and Health Administration (OSHA) protocols, and DOH guidelines who will be a trained screener. Screeners will wear appropriate employer-provided PPE, complete a temperature screening and practice social distancing.

If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

Training topics for all staff and substitutes

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand sanitizer containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use <https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for staff on how to address close contact interactions with students as part of every day job tasks.<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (various by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up
 - Staff who are sick or suspected to be sick<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update PPE selection for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)

- <https://www.youtube.com/watch?v=PQxOc13DxvQ>
 - Respirator Protection (N95 - required for identified employees per NYS)
 - Training provided for identified personnel only
- <https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face cover).

When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
 - Train all staff on any meal service-related activities they will be responsible for.
- https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Space Design and Capacities

General Office Area

- All offices will be limited to 50% the rated occupancy for the space. Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced to 50% normal load in addition to maintaining at least 6ft of separation between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains will be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific identification of these conditions will be determined by the individual's program supervisor.
- Where possible Bornhava will establish flexible schedules and/or continue with work from home options to reduce the number of employees in the worksite at one time
- Will stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits
- Will reduce tasks requiring large amounts of people to be in one area
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

Conference Rooms

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible
- If meetings are to occur in person, they will be conducted in a quick manner
- Social distancing among participants will be required
- Lingering and socializing before and after meetings should be discouraged

Lunch Room

- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside at the picnic tables in the backyard.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers and coffee makers will be replaced with alternatives where possible. Staff are encouraged to wipe down touch surfaces post and prior use.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.

Restrooms

- All adult bathrooms will be limited to one person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- One staff member is allowed to be with two children in the child bathrooms. Only one classroom at a time may use the bathroom, utilizing the stall assigned to that specific room.
- Signage will be posted on entry indicating one person at a time.
- Make sure to use appropriate hygiene procedures when turning on and off faucets.

Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- Directional flow will be identified by indications on the floor/stairs
- All individuals must also allow for adequate space between when traveling in the same direction.

Classrooms

- Occupancy in each classroom will be specific and determined based on the overall square footage of the space, as well as capacity guidelines.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes may be reduced to accommodate all safety parameters.
- Children, teachers and support staff will be required to wear a proper face covering.
- Where possible therapists will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of obvious use.
 - Remove any unnecessary furniture.
 - Remove any soft surfaces that are difficult to disinfect such as:
 - Soft fabric chairs
 - Chair cushions

Nurse Stations

- All children and staff are required to wear appropriate face coverings.
 - N95 Respirator use for nurses should be limited to situations of suspected COVID-19

- Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
 - Maintain social distancing of no less than 6ft.
 - Create “sick” and “well” zones.
 - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
 - Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
 - Physical separation will be achieved by utilizing:
 - Hallway space outside the office door
 - Retractable dividing walls.
- Isolation Room/s
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.

Isolation Rooms

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available, nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum of 6 feet of separation.
- These rooms have been identified in each building
 - Office next to Room 3

Vestibule/Reception Area

- Will serve as the primary location for accounting for all individuals entering and exiting the building.
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

Computer Areas

- The use of shared space and equipment use will be limited where feasible.
- Blocks of computers will have chairs 6 feet apart to ensure social distancing is maintained.
- Tables of computers will be reconfigured so as to not face each other
- Cleaning and disinfection of computer stations and keyboards will be frequent
 - Keyboards should be wiped and disinfected before and after each use.
 - Keyboard covers may be utilized to aid in the cleaning and disinfection process.
- Staff should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

Library Spaces/Reading Centers

- Remove all soft covered surfaces that cannot be properly cleaned and disinfected.
 - Cloth Covered Bean bag chairs
 - Upholstered couches or chairs
- Reconfigure space to ensure social distancing.

- Tables will be limited to one individual at a time where applicable.
- Small reading nook use should be discontinued unless:
 - limited to one person at a time.
 - Cleaned and disinfected routinely
- Borrowing of materials such as books between classrooms may need to be discontinued if adequate disinfection cannot be achieved.

Engineering Controls

- A portable hand wash station will be installed in the main entrance of building.
- Alcohol based hand sanitizer will be available in the vestibule, all corridors, and each classroom.
- Bathrooms
 - Limited to one occupant at a time, except when adult needs to accompany children.
 - Touchless soap dispensers are in place at each sink
 - Paper towel dispensers have been installed
 - Children are encouraged to let the adults turn on and off faucets. Staff is trained in and use appropriate methods for turning on and off faucets for children.
 - Entry doors to children's bathrooms will be left open where applicable to reduce the need to handle
- Floor Demarcations
 - All entrances or areas of static wait have floor signage installed allotting for a minimum of six(6) feet of separation between all individuals
 - All Corridor floors and Stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Adequate temperature screening equipment is available and functioning appropriately

Ventilation

Bornhava will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Modifications to the HVAC to allow fresh air dampers to introduce more outside air.
- Air handling systems have been inspected for function with higher MERV rated filters.
 - Where applicable filters will be exchanged for MERV rating ranging from 11-13.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
- Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

Bornhava will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including "Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19," and the "STOP THE SPREAD" poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be monitored include

- Bathrooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)

- Frequently touched surfaces in common areas (door handles, copy machine, keypads, etc.)
- Kitchens
- Classrooms
- Maintenance work areas
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Children, faculty, and staff will receive training on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

Bornhava will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, portable sinks/running water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for children who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include multi-use tables, which should be cleaned and disinfected between each activity. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

Bornhava will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

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

Suspect or Confirmed COVID-19 Cases

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. The school nurse is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient
- *Isolation* - Children suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple children suspected of COVID-19 may also be in this isolation room, if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student. Children in isolation areas will be encouraged to wear a face mask, if it can be tolerated. Children should be escorted from the isolation area to the parent/guardian who will be waiting in the vestibule. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:
 - 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 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 the day after cleaning and disinfection.
- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including children, faculty, staff and visitors.

Contact Tracing

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school and its employees comply with contact tracing and disinfection requirements, Bornhava will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick. <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

Bornhava has established protocols and procedures, in consultation with the local health department(s) regulations, about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

- Documentation from a health care provider following evaluation
- Negative COVID-19 diagnostic test result
- Symptom resolution, or if COVID-19 positive, release from isolation

Bornhava will refer to DOH's ["Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

Bornhava requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process at Bornhava could include:

- Having school leaders collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Establishing a decision-making tree.
- Develop a plan for continuity of education, medical and social services, and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - NYS Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).

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

Facilities

In order to prevent the spread of COVID-19 infection in the agency, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces.

Bornhava has been occupied on a limited basis since March 18, 2020. Therefore, flushing of water systems and lead testing in water is not necessary at this time. The HVAC system has been maintained during the school closure as well.

The following actions will be taken as needed:

- Work with the HVAC company to establish sufficient fresh air exchange.
- Alterations to the configuration of existing classrooms or spaces with temporary, movable and folding partitions, the change will be submitted to Bornhava's OCFS licensor, the local municipality and/or code enforcement officials for review.
- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.

Emergency Response Protocols & Drills

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

Emergency Response Protocols

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

Shelter-In-Place

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.).

Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between children and staff during the Shelter-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between staff and children cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Hold-In-Place

Hold-In-Place protocols will be the same the following changes:

- Provide 6 feet of space between children and staff during the Hold-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between people cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Evacuate

Evacuation protocols will be routinely the same with some minor adjustments:

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

Lockout

Lockout protocols will be the same, besides maintaining six (6) feet of space between children and staff in the area.

Lockdown

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

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Child Nutrition

Bornhava will continue with the practice of parents/caregivers sending in lunch for their child. Caregivers are expected to send/bring a nutritious lunch to school for the child on a daily basis. Bornhava does have a limited supply of individually packaged nutritious food on site for emergency situations that may arise. School will provide individually wrapped/prepared snacks, milk, water or juice for the children, as needed. Bornhava adheres to a “no peanut” policy due to allergies that

students may have. If other allergies are identified, Bornhava's nurse will send home specific information to the children's families in the classroom.

Meals Onsite

For children onsite, meals will be served within the classroom while maintaining appropriate social distancing between students. Children do not need to wear face coverings when seated and eating as long as they are appropriately socially distanced. The children and staff will wash their hands as per hand washing guidelines, before preparing, distributing or eating any food and at the end of the activity.

The sharing of food and beverages between students and/or staff is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Meals will be served as per the OCFS nutrition guidelines outlined in the Day Care Policy and Procedure Manual which is located at the front desk. Counter tops, food preparation, storage and surface areas, equipment, will be kept clean by first washing with soap and water after use and rinsing the areas. A sanitizing solution spray for food contact surfaces, prepared by the nurse daily, will be used at the end of each day.

Transportation

Transportation to and from Bornhava is managed by the county in which a student lives. Bornhava does not have input on the procedures and policies that are adhered to by the bus company with whom the local county contracts. Bornhava has been assured that the county and contracted bus company will adhere to the guidance set forth by the [NYS Department of Health](#). The counties have informed us that bus transportation will be extremely challenging and anticipated to be VERY limited in September due to the protocols (which are outlined below for your information) that need to be put in place. The counties have asked Bornhava to inform parents and caregivers that they should plan on transporting their child to and from school in September. Transportation may be provided by a caregiver or family member, with the counties reimbursing the family. Transportation by a caregiver will reduce contact between children from various agencies that ride on the same bus. If it is **impossible** for caregivers to arrange transportation to and from Bornhava, we will work with caregivers to explore other options.

It is incumbent upon the counties and the contracted bus companies to adhere to the guidelines for safe and healthy transportation of children to and from school. The counties and the bus companies must work together to conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. These guidelines are noted below as information for stakeholders on what should be occurring related to transportation.

Children who are able will be required to wear masks and social distance on the bus to the extent practicable; however, children whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk children to school to reduce density on buses.

All buses that are used every day by contracted carriers will be cleaned/ disinfected once a day. High contact spots will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.

Cleaning and Disinfecting

Refer to the cleaning standard operating procedures guidance for further information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus
- *Daily Cleaning*
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
- *High Touch Surfaces*
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area
- Cleaning and disinfecting products approved by the EPA will be used according to instructions.
- Eating and drinking will be prohibited on the bus
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses
- All cleanings/inspections will be documented (via trackable log)

Bus protocols for a reported case of COVID -19 on a school bus

- Bornhava's transportation liaison will be notified, she will then notify building administration and a plan will be implemented to contact parents of students on that bus.
- Bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19. Bus will be disinfected following CDC guidelines.

Students on Transportation

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students must social distance (six (6) feet separation) on the bus;

- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the agency;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

Training (Office Personnel, Drivers, Mechanics, Aides)

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Bloodborne Pathogen (BBP)
- COVID Awareness
 - New cleaning Protocols (buses, transportation center)
 - Handwashing
 - Face Covering (sizing, use, wear & care)
 - Personal Health and Hygiene
 - Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE)

- Disposable gloves
- Face Covering/Mask
- Face Shield (if applicable)

Transportation Communication – Bornhava will facilitate the following measures:

- The bus company and county will emphasize to parents and students prior to reopening schools that the bus company has thoroughly disinfected all buses and student transportation vehicles
- The bus company and county will communicate with parents and students that student transportation vehicles are included in their COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing county transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an parent transport option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with county and bus company multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)

Density Reduction, Social Distancing, Bus Capacity

- CDC guidelines suggest creating distance between children on the school bus when possible.
 - Seat one child per row, skip rows. This results in approximately six students on a 66-passenger bus. (90% capacity reduction)
 - Consider these restrictions when planning transportation routes
- As a density reduction strategy, another consideration is to seat one student per row, all students wearing masks. (*Source: National council on school facilities and cooperative strategies*).
 - This results in approximately 22 students on a 66-passenger bus
- Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six (6) foot distances in aisles
- Sneeze guards to protect the driver
- Do not seat students directly behind the driver

- Provide hand sanitizer of at least 60% ethanol or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles
- Provide additional adult supervision (monitors) on buses to manage social distancing
- Students shall wear face masks (if required) while in transit when social distancing is not possible
- If applicable, have an aide take student attendance/screening on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing

Routing

- The county, bus company and local agencies are brainstorming multiple routing scenarios for administration to analyze different instructional scheduling options
 - Split sessions
 - Alternating days
 - Hybrid schedules – some grade levels in person learning at school buildings, other grade levels virtual remote learning
 - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- Limit rotation of substitute drivers and aides if possible
- Limit student movement between bus routes
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
 - If possible, mirror AM and PM routes, so bus riders are the same group each day

Parent Pickup/Drop-off

- Drop-off and Pick-up times will be staggered by classroom to limit interactions between cohorts.
- Staff from the designated class will meet the family in the parking lot, ensure the family has completed the health screening and take the child's temperature, before allowing the child to leave the car.
- Staff will escort the child to the front door where another staff member will assist the child in washing their hands before going to the classroom.
- This process will be reversed at the end of the day.

Social Emotional Well-Being

In planning for our re-entry in September, Bornhava has formed a subcommittee to examine the guidance provided by the NYSDOH and NYSED. Our work is grounded in our beliefs that the most equitable opportunities for educational success relies upon the comprehensive support for children and families provided in our schools with our professionals and the systems of support we have built. It is essential that we consider services from the perspective of the whole child, whole community. All children need and thrive in a nurturing environment that is filled with caring adults. It is essential that we provide settings, in each of our locations, which emphasize physical and emotional safety, high quality relationships and connectedness. This mindset has never been more important than it is now when stressors are high for many children and families. It is critical that we also not lose sight of the needs of our staff. Relationships and human connections are prioritized and inform all aspects of our plan.

While we are a teaching and learning institution committed to meeting the educational needs of our students through the provision of individualized and differentiated instruction, youngsters cannot learn effectively when basic needs are not met. These supports include pre-academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social, and emotional space to access pre-academic content with confidence. In support of this belief, a Social-Emotional Learning team was created consisting of certified teachers, certified school counselors, licensed mental health professionals, community members and school administrators. This task force team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for children and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our children and staff will require social-emotional supports to help them re-engage and re-enter work and school. As an agency, our commitment is to create emotionally and physically safe, supportive, and engaging learning environments promoting all children's social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping children practice empathy, create social bonds across distance and adapt to new learning experiences. School based health and counseling supports, along with community resources and wrap around services will play an extremely important role in the adjustment period when buildings reopen and access to these programs will be invaluable in assisting our children and caregivers to resuming with in-person schooling. Our school administrators, teachers, support staff, medical and mental health practitioner have been meeting routinely to discuss the strengths and assets of our program in order to build upon them. Equally important has been the identification of gaps and challenges to allow for development of a strategic plan to address these needs and/or acquire the resources necessary to do so. In addition, as a team we know it is essential to determine children who might be at risk for needing mental health supports. We take great pride in our efforts to establish strong relationships with our families. School staff will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all children and maintain our whole child focus to equip all members of the Bornhava community to connect, heal, and build capacity to support our children. Supports will continue to include an emphasis upon collaboration and sharing of best practice approaches to address relationship building, connectedness and the role positive, caring adults play in a child's adjustment; opportunities for social interaction with peers and adults in both structured and play-based settings; asset-building and strategies to foster resiliency, coping skills and self-regulation; enhancing an understanding extending application of trauma-informed practices; identifying and delivering responsive social-emotional learning supports targeted to the developmental needs of our population such as mental health check-ins, planning and goal setting around the 5 core competencies and the child's individual skills, opportunities for self-reflection and self-monitoring. Additionally, we believe strongly that the well-being of Bornhava personnel is of equal import, similarly requiring our committed attention. To this end, we have recently initiated plans to provide a series of staff development sessions centered upon self-care and strength-based resources. All employees also have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about social-emotional supports

will be made available to the Bornhava community on our website. Resources and SEL content will be made accessible to families and caregivers during all phases of our re-entry.

Transitions are important every year, and they will be even more important this fall as we move from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. It is essential that we support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions have generally been very difficult for our students and we recognize the importance of building whole class and student-specific supports to facilitate the ability to move successfully from one activity or setting to another. Transitions may also manifest in more global forms such as returning to school in the fall, relocating to a new place of residence, changing placements or programs. Coping with the disparate emotional needs arising from the health pandemic and the manner in which they are expressed may also present with a unique set of challenges. For our children, switching between different modes of instructional delivery (e.g., from tele-therapy to in-person services as is called for in a hybrid model) also provides for an additional area requiring targeted planning.

The pandemic has disrupted the routines and lives of our children and families. Some may have had past experience(s) with trauma or may have experienced trauma related to COVID-19. Research has revealed that exposure to trauma and/or chronic stress can have damaging consequences for all aspects of health. In addition, the development of ineffective and sometimes harmful coping strategies may also emerge. Perhaps creating a trauma-informed and emotionally responsive environment has never been as important as it is now. Doing so entails attending to both the psychological and physical safety of students, caregivers, and staff. Adverse childhood experiences (ACEs) can have a profound affect upon an individual's ability to cope with challenges, attend to tasks with sustained focus, make decisions and engage in the learning process. These affects can last long into adulthood. Some children, in fact, face anxieties due to historical and ongoing trauma related to systemic racism, food insecurity and poverty, as well as a variety of other factors. Professional development in this area has already begun and will continue as we re-open and children return to school.

Inherent in the concept of trauma sensitive schools and SEL is the accompanying underpinning that protective factors play an equally crucial role in positive life outcomes. As such, Bornhava will continue our efforts to build and maintain strong connections between and amongst our children, caregivers, and wider school community. We view ourselves as a "family" – one in which teachers, therapists, assistants, and administrators remain as caring constants in the child's world. Our mission speaks to this directly: "Bornhava provides a home-like, loving, and play-based environment to educate and nurture young children with differing abilities and to strengthen their families." To this end, we will continue to consider each child's needs holistically, personalize instruction, and create opportunities for children to develop positive relationships with others. Our staff have been engaged in multi-dimensional discussions focused upon a tiered-system of supports such as the use of calm zones and therapeutic centers in the classroom; helping children to recognize and name their emotions; practicing safe behaviors (e.g., hand-washing and physical distancing); dealing with triggers, identifying substitute behaviors, employing calming techniques and/or effective self-soothing strategies; establishing routines and transition plans; building trust and making healthy connections; writing and implementing whole-class as well as student specific social stories.

School Schedules

Bornhava is planning for three possible instructional models (in-person, remote learning, or hybrid learning) for the 2020-2021 school year. Surveys have been conducted to gather information related to the caregivers ability to engage in the hybrid or fully remote model, including the child's past success, devices available and internet/Wi-Fi access.

In-Person Model

Upon reopening, the number of children in each of our classrooms will be monitored to adhere to CDC, NYSED and OCFS guidance regarding proper social distancing. Class size will reflect the need to ensure that children's seats are positioned no less than six feet apart.

All instruction will continue to be aligned to the New York State Learning Standards.

To minimize exposure of children and staff, classrooms will remain together (cohort) at all times and staff traveling between classrooms will be limited and monitored. Each classroom will have materials available for therapists to push into the classroom to work with children, thus limiting cross-contamination from share materials or equipment.

Our schools will minimize the movement of students. Children will eat lunch in their classroom and eliminate cross classroom assemblies, field trips and other large-group activities. Special-area subjects (e.g., music, ball class) may be pushed into the classroom. Whenever possible students will utilize outside space for gross motor activities.

All teaching staff, therapists, nurse and preschool students will attend school in the building for full-days, Monday through Friday for 5.5 hours. Children enrolled in the Infant Toddler Developmental Group will attend group and receive services on site as designated by their Individualized Family Service Plan (IFSP) for 2 ½ hours. Instruction will be delivered in a traditional model with each classroom functioning as a static cohort. Therapists will push into classrooms as much as possible to meet the child's needs while limiting exposure of children and staff throughout the building. Staff will be required to wear masks or other appropriate face coverings when in contact with the children and each other. Caregivers will be asked to assist their child in getting accustomed to wearing a mask before school begins. Students will be encouraged to wear a mask while at school, if their diagnosis or delay does not preclude them from doing so. Social distancing measures will be in place to the extent possible. Using this model, children, teachers, aides and therapists will be present and interactive to maximize learning opportunities while at school.

Hybrid Model

In an effort to minimize exposure, contain spread of the virus, meet guidelines for capacity, as well as cleaning and sanitizing, Bornhava has developed a plan for preschool children and staff to attend school three days per week (Monday, Wednesday and Friday) for 5.5 hours. Infants and toddlers would be able to attend sessions on site for up to 3 half days, in accordance with their IFSP. Traditional instruction will occur on the in-person days as well as therapy provision as schedules allow. Tuesday and Thursday would be days for:

- remote learning and tele-therapy to meet the mandates on the child's Individualized Education Plan (IEP) or IFSP

- staff development related to Social Emotional Learning, remote learning and tele-therapy practices, as well as safety, cleaning, and sanitizing protocols
- increasing caregiver and child engagement during remote learning and tele-therapy
- cleaning and sanitizing materials, toys and equipment used by multiple children or to be shared by another cohort when they return to school
- virtual staff meetings

Remote Model

This is the least preferred model to meet the needs of the children at Bornhava and will be utilized if and when directed by state and local officials. Students will not attend school in-person. Instruction will be completed digitally through online platforms, such as Zoom for tele-therapy, Padlet, or other approved means. Staff and parents will receive information and training on how to make the most of remote learning and tele-therapy. Live streaming of instructional activities by teachers will be utilized when possible. Students and teachers will have substantive interactions and attendance will be taken. Caregivers will be asked to take photos of completed activities and send them to the team for verification of participation. Therapy attendance and skill development will be monitored through daily notes, session verifications and input into a data management system. Bornhava acknowledges the need to provide instruction and therapy in an equitable and accessible manner. The agency will be working with families to gain access to technology and internet connections.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

Bornhava will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of parent letters/newsletter, emails, text messaging, and social media. Teaching staff will record daily attendance on the approved OCFS form. Student attendance and tardiness will be monitored by the classroom and school nurse. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, Bornhava is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

Bornhava addresses chronic absenteeism as follows.

- Nurture a culture of attendance
 - Communicate clearly to families what the attendance policy is and expectations for participating based on the model of instruction
 - Explain the importance of attendance to the entire school community
 - Track daily attendance, tardiness, and student
- Early Identification and Intervention
 - Bornhava regularly monitors attendance data and communicates with parents about

- issues as they arise.
 - Bornhava uses data to identify which children are at risk, so you can intervene before isolated absences become chronic absenteeism.
 - Bornhava establishes intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.
- Create a positive school culture and a focus on engaging instruction
 - Evaluate and address students' engagement in learning
 - Help children achieve positive social and emotional character development, while reinforcing the behaviors that make up a positive school culture.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. Bornhava has been committed to ongoing planning and implementation of technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

Bornhava recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Survey respondents indicated that: 83% have a smart phone; 69% have a tablet; and 48% have a computer with a camera and speakers. One (1) respondent stated that their child does not have access to technology. 97% of respondents indicated that have access to WiFi at home. The agency will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, Bornhava will brainstorm with the family ways to meet their needs where plausible. Procedures will be put in place to accomplish the following areas:

- Conduct and/or maintain an inventory of equipment and other assets.
 - Identify which students, families, and staff have district assets in their possession.
- Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
- Arrange a “Helpdesk” system for parents/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

Bornhava will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the agency will support teachers through professional development and coaching on instructional methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or hybrid models through the use of both synchronous (i.e. Google Meet or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom). In the event students do not have sufficient access to devices and/or high-speed internet, Bornhava will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc. The agency will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that instruction is aligned with the Next Generation Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all agency instructional decisions. All instruction in our agency will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact with their teachers and therapists. Our plan is centered on instruction and pre-academic skill development that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan includes a clear communication plan for how families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, as needed, widely distributed, and include clear and multiple ways for families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration, as well as health and safety standards.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting children with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

Caregivers may choose an alternate option for their child to participate in learning opportunities based on the child's individual health status and/or diagnosis. Parents are highly encouraged to discuss the risks versus the benefits of in-person instruction for their child with the pediatrician or other health care professional who is familiar with the child's needs. A hybrid or fully remote option may be the most appropriate to meet the child's health and safety needs.

Career and Technical Education (CTE) – not applicable

Athletics and Extracurricular Activities – not applicable

Special Education

Bornhava reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our 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.

Special education programs and services of Bornhava provide equity and access for students with disabilities to be involved in and to participate and progress related to state learning standards with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). Bornhava will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (eg. Related Services Log). The agency will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Bornhava is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the Individuals with Disabilities Education Act (IDEA). Further, we will maintain regular communication with the parents/guardians and other family members, with consent, to ensure that they are engaged in their children's education during the reopening process

Bornhava will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

Bornhava will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

Bilingual Education and World Languages

Since Bornhava is a specialized early childhood center, the processes articulated in Commissioner's Regulations Part 154 are not directly applicable to our program. Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. The expectation to educate ELLs to the best of our ability is, however, applicable. Embedded in the fabric of our program is the

deeply held belief that a safe, inclusive, welcoming learning environment – one that appreciates and respects the racial, ethnic, cultural, and linguistic diversity of all students and their families-- is essential to healthy child development. More specifically, Bornhava is committed to delivering instruction that is personalized, differentiated and modified in accordance with IEP goals and objectives. Consistent with the New York State Next Generation Early Learning Standards, lessons and experiential learning activities will continue to be aligned with cultural and linguistically relevant, context-based, and developmentally appropriate curricula. We interact in ways that protect a child's dignity and celebrate differences in customs, traditions, observances, perspectives, beliefs, and family background integral to a child's identity. Staff will continue to honor and integrate multicultural perspectives through materials, lesson plans, displays, and experiences that do not provide great status to any particular group. They use culturally sustaining approaches to affirm children's identities and frame diversity in positive terms. The intentional, strategic use of a child's home language, whenever possible, in the classroom setting will also influence our practice as a means to further enhance student engagement and comprehension, provide a platform for authentic assessment, and promote parental involvement. Educators recognize the influence of culture in shaping child-rearing, caregiver expectations (of the teacher and school) and work to establish a positive anti-bias classroom environment. Further, we maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process and long thereafter. Communications will include telephone contact, text messages, social media, email, and postal mail and every attempt will be made to provide correspondence in the preferred language and mode of communication. It is important to recognize that this includes caregivers for whom the preferred mode of communication is American Sign Language. In each case, we will utilize Bornhava personnel along with local resources such as Deaf Access Services and/or the International Institute to assist with interpreter and translation services. The latter service can translate live conversations as well as documents.

Bornhava will provide professional learning opportunities for our agency that support best practices and equitable instruction for ELLs to both meet learning goals and help address learning gaps caused by the COVID-19 school closures. Supporting English learners with disabilities, both online and in the classroom, is an essential element of our program. We have long been aware of the importance of distinguishing between language acquisition and language disability, having provided professional development around this topic for our staff prior to COVID-19. Teachers and therapists are not only familiar with valid tools appropriate to facilitate accurate identification, they have been exposed to a number of strategies designed to remediate learning needs and/or facilitate oral and receptive language development. Classroom-based teams, which includes a team of dedicated assistants, recognize that language acquisition can affect both behavior and academic progress and, as such, routinely consider ways to provide alternative communication systems and strategies so as to reduce frustration and prevent deepening any lags in skill development or education inequities that may have been experienced by this student population. Teachers have committed to the application of specially designed instructional strategies when educating students enrolled in our program. Moving forward, professional development efforts will include: lesson design appropriate for diverse learners through the application of language-based scaffolding; analysis of our existing multi-tier system of support and integration of Universal Design for Learning (UDL) as the foundation for instructional planning; and implementing evidence-based practices to support English learning students with disabilities in the virtual and onsite classroom.

Recognizing that all teachers are teachers of English Language Learners, our agency is well prepared to reopen our sites and skillfully serve children with disabilities. Bornhava will continue to emphasize

the importance of maintaining a strong connection between the student, their family, and the school community. Teachers, therapists, assistants, and administration are committed to being a consistent influence in the child's world. This influence, considered essential to learning, whether within a remote, hybrid or in-person model, will be evident throughout our program, namely: responsive and caring adults; activities that promote play, peer interaction and student engagement; high quality lesson design; developmentally-appropriate curricula and resource materials; as well as social-emotional learning supports and structures.

Staffing

Employee Evaluation System

All staff will continue to be evaluated pursuant to the agency staff evaluation plan. Bornhava will consider whether their currently staff evaluation plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model.

Certification, Incidental Teaching and Substitute Teaching

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

Student Teachers/Clinical Interns

Student teachers/clinical interns from NYSED registered college or university programs can serve under the supervision of fully certified teachers at Bornhava. Student teachers/interns will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers/therapists follow. Student teachers/interns will serve under the supervision of our full time certified teachers/therapists. At no time will a student teacher/intern be used as a teacher/therapist of record.

Plan Contributors

Reopening Committee	Chair/Co-Chair	Members
Full committee	Donna Ringholz	Rajiv Ranjan, Scott Gregor, Erin Wilkins, Carol Pratt, Jo-Ann Formoso, Bob Chiavetta, Ellen Crawford, Betsy Weber, Anna Cieri, Christina Bazinet, Karen Eddy, Tara Harm, Carol Burgess, Kate Coffman, Chris Bosch, Jennifer Wojnicki, Ann Lindeman-Czajka, Jennifer Boyle, Emily Eisenbaum, Kelly Bock, Elaine Rokitka, Lisa Canna, Aaliyah Kimble, Laura Wexler, Deb Cavers, Alan Erzkus, Shawnee Morris, Anna Marie Coleman
Rules and Regulations	Karen Eddy, Anna Cieri, Betsy Weber	Christina Bazinet, Jennifer Boyle, Bob Chiavetta, Jo-Ann Formoso, Elaine Rokitka, Alan Erzkus, Deb Cavers, Ellen Crawford, Scott Gregor; Rajiv Ranjan, Erin Wilkins, Donna Ringholz
Surveys	Ann Lindemann-Czajka, Jo-Ann Formoso	Christina Bazinet, Jo-Ann Formoso, Anna Cieri, Betsy Weber, Jennifer Wojnicki, Donna Ringholz
Physical Changes, Equipment and Supplies	Tara Harm, Bob Chiavetta	Carol Burgess, Chris Bosch, Lisa Canna, Aaliyah Kimble, Christina Bazinet, Jennifer Boyle, Deb Cavers, Scott Gregor, Kate Coffman, Donna Ringholz

Health Screenings	Christina Bazinet, Kelly Bock	Karen Eddy, Carol Burgess, Jenn Boyle, Laura Wexler, Donna Ringholz
Reimagining the Day	Chris Bosch, Kate Coffman, Jennifer Boyle	Ann Lindeman-Czajka, Tara Harm, Emily Eisenbaum, Lisa Canna, Aaliyah Kimble, Ellen Crawford, Anna Cieri, Laura Wexler, Elaine Rokitka, Donna Ringholz
Cleaning and Sanitizing	Elaine Rokitka, Lisa Canna, Bob Chiavetta	Karen Eddy, Christina Bazinet, Kelly Bock, Emily Eisenbaum, Aaliyah Kimble, Donna Ringholz
Transportation	Carol Burgess, Christina Bazinet	Jenn Boyle, Aaliyah Kimble, Donna Ringholz
Communication	Emily Eisenbaum, Jo-Ann Formoso, Donna Ringholz	Kate Coffman, Christina Bazinet, Rajiv Ranjan, Betsy Weber, Anna Cieri, Erin Wilkins,
Policies and Procedures	Karen Eddy, Betsy Weber, Anna Cieri	Christina Bazinet, Jo-Ann Formoso, Ann Lindeman-Czajka, Alan Erzkus, Donna Ringholz

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)