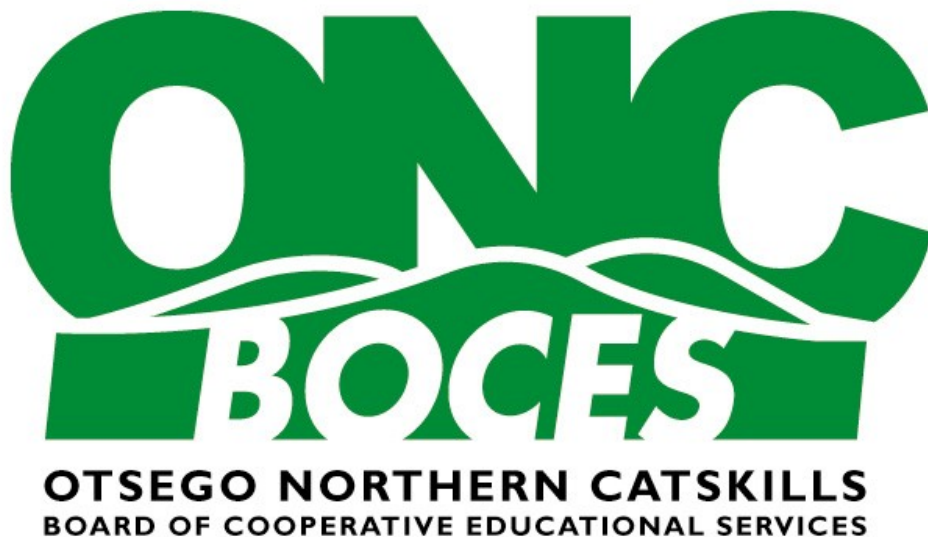


Otsego Northern Catskills BOCES

SUBSTITUTE HANDBOOK



Human Resources Office
PO Box 382
2020 Jump Brook Road
Grand Gorge, New York 12434
(607) 588-6291 Ext. 2177 or 2179

(607) 588-6291 - NCOC Main Office

(607) 286-7715 - OAOC Main Office

www.oncboces.org

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VISION STATEMENT

**“A BOCES providing world-class opportunities
for the districts we represent.”**

MISSION STATEMENT

**“To provide leadership and support systems through teamwork with component
districts to enhance students' opportunities for a world class education.”**

ONC BOCES
Substitute Handbook

Welcome to ONC BOCES! Your time as a substitute in our BOCES will be both challenging and rewarding.

Your role as a substitute is to provide quality instruction as well as ensure the safety of all students in your care. You will be an integral part of student learning and achievement. The high standards and accountability expected from our permanently assigned staff will also be expected from you.

This handbook will help:

- Clarify procedures
- Describe expectations
- Present best practices

Your role will include the following key points:

- Continuation of student learning established by the permanent staff
- Establishing authority and demonstrating confidence
- Following procedures in the classroom

You are a valued member of our team and we wish to support you in your endeavors here. Thank you in advance for your commitment!

The ONC BOCES services the educational needs of children in 19 school districts in the region. The region encompasses 1,660 square miles in Otsego, Delaware, Schoharie and Greene counties.

BOCES stands for Board of Cooperative Educational Services. BOCES is a public organization that was created by the New York Legislature in the early 1950s to provide shared educational programs and services to school districts.

Applicants for substitute positions are required to submit online applications. Submission of the online application benefits the applicant by immediately making the application accessible to all district administrators.

The Board of Cooperative Educational Services of the Sole Supervisory District of Otsego, Delaware, Schoharie and Greene Counties does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, genetic disposition or age in the educational programs or activities which it operates, including, but not limited to, access to facilities in accordance with the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, which requires equal access for

the Boy Scouts of America and other designated youth groups to meet at public schools.

Frontline Absence Management

Frontline Absence Management System is an automated system for district staff to report absences and secure substitutes. This system is accessible seven days per week, 24 hours per day. This system manages both certified and classified staff.

This web-based system offers two options for staff to report their absences (1) internet and (2) telephone. The System phone number is: (800) 942-3767. To log into AESOP in your web browser address bar type:

app.frontlineeducation.com

The system is designed to:

- Guarantee qualified substitutes are assigned to fill teacher absences
- Track and compile information on absences and substitute coverage
- Allow both teachers and substitutes access to the system twenty-four hours per day, seven days per week

The teacher can either choose to have the absence management system secure a substitute or they can prearrange a substitute.

You will have the choice to decline jobs. You will still be offered other jobs, both for that day as well as subsequent dates.

If you need to cancel a job for any reason, you must access the system to make the change. If a job is cancelled, you will receive a call from the system.

Substitute Expectations

Punctuality:

Substitutes are expected to report for duty before the official start of the school day. You will want to allow yourself time to check in to the main office, and locate the room where you will be working. You may also want to inquire about school procedures such as sending students to the nurse, bathroom or water fountain. The buildings that you are called to work in may begin at different times. Please make sure to remember the starting time given to you when you accept a job.

Website Information:

Information about individual buildings can be learned through visiting the website. The website address is: <https://www.oncboces.org/>. On the menu of this web page, the

buildings are listed. By visiting these pages, you will be able to inform yourself about the building you will be working in for the day.

Our expectation is that you will read the district's policies, including Mission and Vision Statement, Code of Conduct, Student Bullying and Intervention, Sexual Harassment of Students, Child Abuse, and Sexual Harassment of Employees. These are accessed via the website listed above. Select "Board of Education" then click on "Board Policy Manual".

Fire, Evacuation, Lock Down, Lock Out Drills/Procedures:

When you check in for the day, ask about the procedures for these crucial drills.

Parking:

NCOC & OAOC - Parking lots are located in front of the two occupational centers.

Center Street - Parking lot is located in the back of the school.

Component School Districts - Parking in the designated areas.

Social Media/Technology:

All substitutes are expected to adhere to professional standards of conduct. The ONC BOCES provides our students with opportunities to learn through multi-media modalities. These tools are to be used responsibly, by both staff and children and are made available to enrich student learning.

Electronic Devices:

Cell phones and other electronic devices should be kept on silent mode and out of sight, except in the case of an emergency. Use of any recording function of any device is prohibited. Similarly, no photos of students or the school are permitted.

Medical Issues:

Refer all students with injuries (even those that are minor) to the school nurse so that normal school procedures can be followed. Student prescriptions are required to be given to the school nurse by a parent.

Do not dispense medication (prescription or over-the-counter) to any student.

Encourage students to wash their hands before meals and after using the bathrooms to reduce germ exposure.

Lesson Plans:

Please be aware that in most cases, when subbing for teachers, they will leave 'sub plans' for you or attach them in the Frontline Absence Management system. If a teacher has taken the time and energy to write and leave plans for you, we expect that you will follow them. Do your best to complete the assignments/activities with the students and to stay on schedule. If for any reason this is not possible, please note the changes and the reasons (where applicable).

Confidentiality

Confidentiality refers to your obligation not to disclose or transmit information to any unauthorized parties. Student and staff information and data is confidential.

Privacy is a uniquely personal right that refers to an individual's freedom from intrusion. Protecting privacy means ensuring that confidential information about individuals is not disclosed without their consent.

ONC BOCES is committed to providing an environment that promotes trust and confidence for staff, students, families and the greater community. We maintain a respectful workplace that honors those who work, serve and live in the districts.

As a substitute, you will be in a unique position of having access to and being aware of an array of highly sensitive personal, medical, educational and workplace information. You are responsible for upholding high standards. You are expected to keep student information confidential from all persons except the classroom teacher and school administrators, where appropriate. Observations and opinions teachers make during the course of your day should similarly be kept confidential. Please be mindful that you are working with our children and their families. Even seemingly innocuous stories overheard can be misconstrued. Similarly, you may be exposed to information regarding staff members. Personal and professional information shall also be kept confidential. Your conduct should be guided by integrity, discretion and dignity for all.

Classroom Management

Effective classroom management will be key to a successful day, both for you and for the students you will serve. If disruptive behavior occurs, be prepared to act appropriately. You will need to familiarize yourself with the rules of the building as well as disciplinary procedures should you need them. Students are relying on you to create a positive atmosphere and safe environment in which best learning can take place. You will want to project confidence and capability.

Tips for Promoting Positive Behavior:

- Focus on your instruction
- Become familiar with the structure and plans for the day
- State your behavior expectations clearly and simply
- Prior to each lesson, post or state the goal of the lesson as well as what you want students to understand
- Make assignments reasonable and clear

ONC BOCES
Substitute Handbook

- Provide opportunities for each student to feel successful
- Be supportive and encouraging
- Limit time spent on each portion of the lesson to maintain overall structure
- Welcome student participation
- Use names of students whenever possible
- Verbal praise, a smile, a 'thumbs up' goes a long way in creating a bond with students
- Be friendly, yet remain professional
- Remain flexible with students and also with the time allowances of your daily schedule

Important Questions to Ask Upon Arrival

1. What are the procedures for fire, lock down, lock out and evacuation drills?
2. How will I notify the office of absences and/or changes in dismissal?
3. What are arrival procedures?
4. What are dismissal procedures?
5. How can I contact the main office when class is in session if necessary?
6. Do I have additional responsibilities such as bus, cafeteria, hall or homeroom duty?
7. Are there students with medical issues or special education needs in the class I will be working in?
8. Is there a school-wide behavior modification program, including specific terms to use with students?
9. What are the procedures for students requesting to visit the bathroom, water fountain or nurse?
10. If I am subbing a whole day, what is my lunch time?
11. Is there a teacher or another staff member I can go to with any further questions?

Administrative Tasks

You may be required to maintain student information. Make sure to document student absences and/or lateness if requested. It is an expectation that you will leave the communication regarding student performance as well as student anecdotes where appropriate.

Maintenance of records is important, but should not take priority over student instruction. Paperwork to complete may include:

- Daily attendance and dismissal changes
- Checking homework and assignments
- Handing in forms for the school nurse, etc.

At the end of the day, take a moment to reflect on your experiences. Determine what you did that was successful and what challenges remain. Return all classroom materials to their proper places and leave the classroom in tidy order. Remember to thank any colleagues and/or office staff for their assistance.

School Policies and Closing Information

School Policies:

Please be aware of emergency routines at each building. Ask the main office or a staff member in the classroom for instructions on expectations for fire drills, lock down drills, lock out drills and evacuation drills.

Please familiarize yourself with the ONC BOCES Board Policies which can be found on the website: <https://www.oncboces.org/BoardofEducation.aspx>

School Closing Information:

In case of weather difficulties or other emergency situations, announcements regarding school closings will be made via the local radio and television stations. Check the website as well for updated information.

Otsego Area Occupational Center

<u>Address:</u>	PO Box 57, 1914 County Route 35 Milford, NY 13807
<u>Administrators:</u>	Mr. Ryan DeMars, Principal Mr. Kevin Stevens, Assistant Principal
<u>Hours:</u>	7:55 am – 2:30 pm
<u>Important Phone Numbers:</u>	Main Office (607) 286-7715
<u>General Information:</u>	Exit/fire routes are posted by each classroom door. Substitutes should enter the building through the front entrance and report to the main office.
<u>Parking:</u>	The parking lot is in front of the building.
<u>Sign-in:</u>	Sign in at the front office and check in with the secretary.
<u>End of the Day Procedures:</u>	Check to see if the staff member you are subbing for has bus duty. Do not leave the building until 2:30 PM.

Northern Catskills Occupational Center

<u>Address:</u>	PO Box 382, 2020 Jump Brook Road Grand Gorge, NY 12434
<u>Administrator:</u>	Ms. Crystal Trask, Principal
<u>Hours:</u>	7:55 am – 2:30 pm
<u>Important Phone Numbers:</u>	Main Office (607) 588-6291
<u>General Information:</u>	Exit/fire routes are posted by each classroom door. Substitutes should enter the building through the front entrance and report to the main office.
<u>Parking:</u>	The parking lot is in front of the building.
<u>Sign-in:</u>	Sign in at the front office and check in with the secretary.
<u>End of the Day Procedures:</u>	Check to see if the staff member you are subbing for has bus duty. Do not leave the building until 2:30 PM.

Center Street

<u>Address:</u>	31 Center Street Oneonta, NY 13830
<u>Administrator:</u>	Student Program Supervisor
<u>Hours:</u>	7:55 am – 2:30 pm
<u>Important Phone Numbers:</u>	Main Office (at NCOC): (607) 588-6291
<u>General Information:</u>	Exit/fire routes are posted by each classroom door. Substitutes should enter the building through the front entrance and report to the main office.
<u>Parking:</u>	Parking lot is located in back of the school.
<u>Sign-in:</u>	Sign in at the front office and check in with the secretary.
<u>End of the Day Procedures:</u>	Check to see if the staff member you are subbing for has bus duty. Do not leave the building until 2:30 PM.

2021

**Otsego Northern Catskill BOCES
Communicable Disease –
Pandemic Plan**

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Communicable Disease - Pandemic Plan

This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Effective April 1, 2021, Labor Law §27-c amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Public employers shall prepare a plan for the continuation of operations if the Governor declares a state disaster involving a communicable disease. Education Law §2801-a requires BOCESs to develop plans consistent with the new Labor Law requirement. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.**

This Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

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

Protection/Preparedness

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

Response

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

Prevention/Mitigation

- The Otsego Northern Catskills BOCES (BOCES) will work closely with the Otsego and Delaware County Departments of Health to determine the need for activation of our Plan. Suspected and confirmed cases of communicable disease will be reported to:
 - Otsego County Public Health - https://www.otsegocounty.com/departments/health_department/index.php
 - *Main Phone - 607.547.4230*
 - *Email - bondh@otsegocounty.com*
 - *Address - 140 County Highway 33W, Suite #3 Cooperstown, NY 13326*
 - *Coronavirus Hotline: 1-888-364-3065*
 - *Weekend/After-hours Consultation and Reporting: 607-547-1697*
 - Delaware County Public Health – <http://delawarecountypublichealth.com/>
 - *Main Phone - 607-832-5200*
 - *Email – Go to: <http://delawarecountypublichealth.com/contact-us/>*
 - *Address - 99 Main Street, Delhi, NY 13753*
 - *Coronavirus Hotline: 1-888-364-3065*
- The County Departments of Health will monitor County-wide cases of communicable disease and inform BOCESs as to appropriate actions.
- The Deputy Superintendent will help coordinate our pandemic planning and response effort. This person will work with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School Nurse and BOCES Medical Director will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the BOCES Network Specialist will also be an important team member. The Deputy Superintendent, Safety & Risk Management Coordinator, Director of Human Resources and Employee Engagement, Director of Management Services and Director of Facilities will also be vital to the planning effort. Other individuals may be part of the Team as needed.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the plan. The Team will review the *CDC Pandemic Influenza Planning Checklist* (see appendix) to assist in this determination and has considered issues related to planning and coordination; continuity of student learning; core operations; infection control policies and procedures; and communication.
- The BOCES will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings, and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown most staff would be able to work remotely. However, some positions may be required to be on-site or in district for us to continue to function. The following information is addressed in the table below:

- **Title** – a list of positions/titles considered essential which could NOT work remotely in the event of a state-ordered reduction of in-person workforce.
- **Description** – brief description of job function.
- **Justification** - brief description of critical responsibilities that could not be provided remotely.
- **Work Shift** – brief description of how the work shifts of those essential employees will be staggered to reduce overcrowding at the worksite.
- **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees.

The worksheet below has been created in consultation with Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security.

Human Resources Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Director of Facilities, Custodian(s)	Facilities maintenance	Ensure building security and proper operation of building systems	single staff per shift or work in separate areas of the building	Daily entry/exit logs and work logs
Network Specialist, Service technician	Network administration	Maintain network service, device repair as needed	single staff per shift or work in separate rooms	Daily entry/exit logs and work logs

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Survey staff to determine who will need devices at home to maintain operational functions as well as instructional services.
 - Conduct a cost analysis of technology device needs.
- **Internet Access Assessments:**
 - Survey staff to determine the availability of viable existing at-home Internet service.
 - Conduct a cost analysis of Internet access needs.
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, procure, configure, and distribute appropriate mobile devices to those in need as indicated by the survey results.
 - To the extent practicable and technically possible, procure, and when available, provide appropriate Internet bandwidth to those in need as indicated by the survey results. Wi-Fi hotspots and residential commercial Internet options will be evaluated for effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- Survey the level of access to devices and high-speed broadband all students and teachers have in their places of residence.

- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

To increase options for continuing learning during extended closures technology will be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students’ technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of hard-copy work for students to participate in remote or blended models where students do not yet have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

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

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

The BOCES will utilize these base strategies and expand upon them as necessary to address any public health emergency.

Protection (Preparedness)

We will collaborate with County and local partners to assure complementary efforts.

- The Deputy Superintendent has been designated the communicable disease safety coordinator (COVID Coordinator for COVID-19), whose responsibilities include compliance with the school’s reopening plan, and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal levels. The coordinator shall be the main contact upon identification of positive cases and is responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding a public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>Safety Coordinator/Administrator</i>	<i>Contact #</i>
<i>OAOC</i>	<i>Building Principal</i>	<i>607.286.7715</i>
<i>NCOC</i>	<i>Building Principal</i>	<i>607.588.6291</i>
<i>ISSC</i>	<i>Instructional Support Services director</i>	<i>607.286.7715 x2602</i>
<i>Center Street</i>	<i>OAOC Assistant Principal</i>	<i>607.286.7715</i>

- Communication with component districts, students, staff, parents, and the school community will be important throughout a pandemic outbreak. Communication methods may include websites, school postings, general mailings, e-mail, special presentations, telephone, text message, reverse 911 systems and the public media. The District Superintendent has been designated District Public Information Officer (PIO) to coordinate this effort and act as the central point for all communication. The PIO will work with our Network Specialist to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through e-mail followed by the district automated phone notification system and our normal phone system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. Recognizing the need for job cross-training, we have trained individuals with the following job titles; Purchasing Assistant, Treasurer, Payroll Benefits Specialist, Accounts Payable Clerk and Claims Auditor. To maintain these essential functions off-site, business office staff will be provided computers, printers (also for printing checks), and Wi-Fi hotspots as needed to work remotely.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to assist in essential building functions.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director has provided cross-training of the following staff to ensure essential functions; Personnel Assistant and Personnel Clerk. Human Resources will help develop the plan, in conjunction with all bargaining units, for emergency use of personnel in non-

traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help decide if schools need to be closed.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented include:
 - Hard copy, self-directed lessons.
 - Use of mobile media storage devices for lessons (laptop computer, jump drive, tablet, etc.).
 - On-line instruction, on-line resources, on-line textbooks (Kahoot, Blooket, Google forms, YouTube, etc.)
 - Web-based modalities for live lessons (Google classroom/meet, Zoom, etc.)

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability

The District will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information will be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than basic preliminary purchases, will be done using cooperative purchasing whenever possible.
- Teach and reinforce use of face coverings among all staff and students.
- Staff are encouraged to utilize their own personal face coverings.
- Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

Specialized PPE (N95s, KN95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. N95 respirators are recommended only if staff will be in contact with a suspected positive case of a contagious disease. Those employees required to wear N95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so.

PPE Supply Management

As required by Labor Law §27-c, the District will procure appropriate personal protective equipment for essential employees, based upon the various tasks and needs of such employees in a quantity sufficient to provide each type of personal protective equipment to each essential employee during any given work shift.

This PPE will be stored and replaced as follows, unless manufacturer recommendations are different:

- Keep in a clean, secure, temperature-controlled environment to prevent damage or contamination.
- Avoid storage areas that are damp or have temperature extremes.
- Use the oldest supplies first and check facepiece, straps and seal material for signs of damage or deterioration.

Using the following charts for staff and students on site, the Facilities Department will work with programs to determine the overall PPE needs of the District:

Disposable Face Coverings					
Initial recommended quantities per 100 individuals					
Group	Quantity needed for 1 week	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
100 Students	100	1200	600	300	1 Disposable Mask per Week per Student
100 Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per person
4 Nurses/Health Staff	40	480	240	120	10 Disposable masks per Week per School Nurse

PPE for Each Staff Having High Intensity Contact with Students			
Item	1 Week Supply per Staff	12 Week Supply per Staff	Assumptions
<i>Disposable Nitrile Gloves</i>	10	120	10 per Week per Staff
<i>Disposable Gowns</i>	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
N-95 Respirators*	10	120	10 per Week per Staff

Response

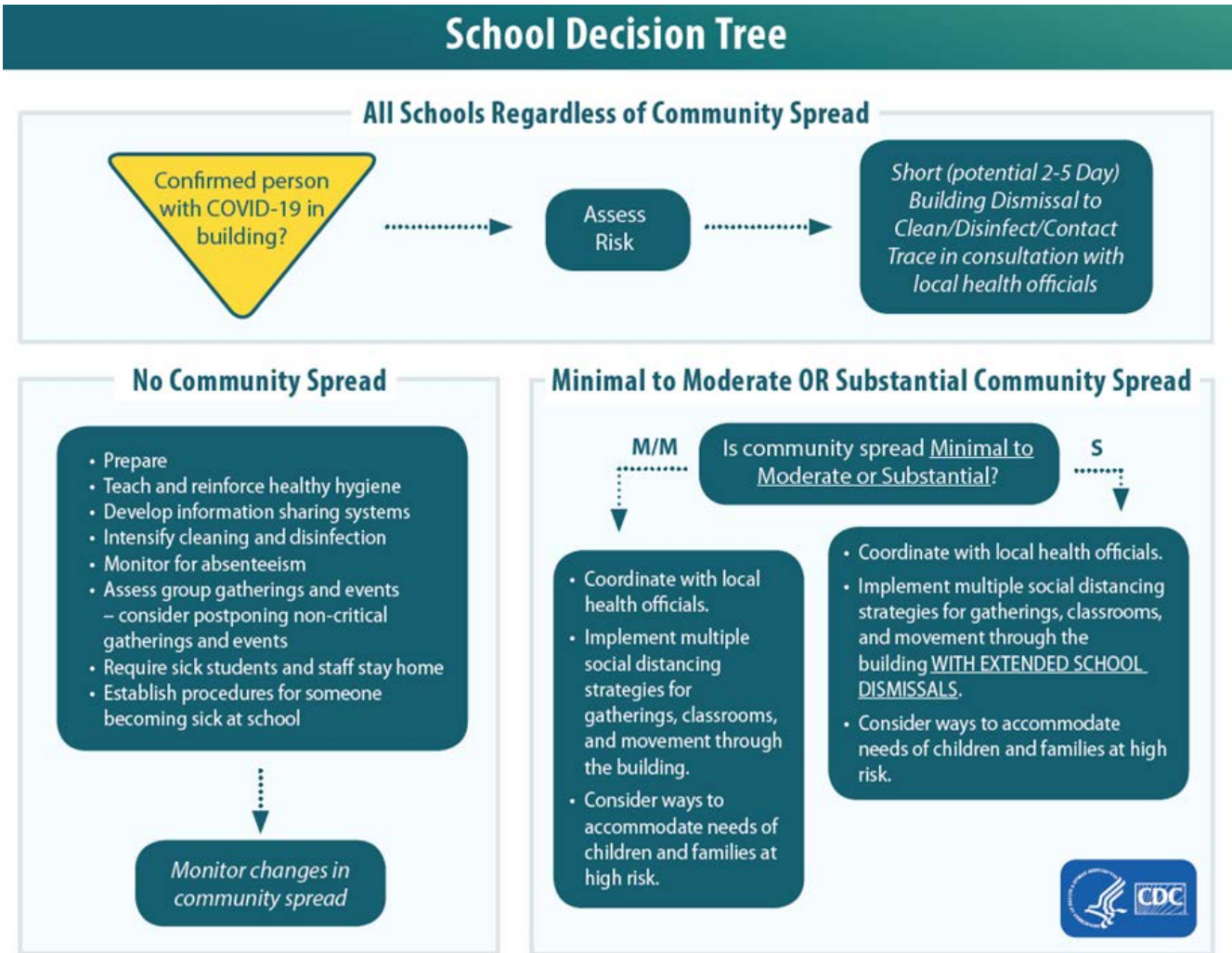
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Network Specialist to test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Director of Management services will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Director of Management services will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Facilities will meet with staff and monitor ability to maintain essential function. The Director of Facilities will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Director of Human Resources and Employee Engagement will meet with staff to review essential functions and responsibilities of back-up personnel. The Director of Human Resources and Employee Engagement will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Any decision to close school will be made in collaboration with the District Superintendent, Local Health Department and NYS Education Department.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Case Requirements & Protocols

Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The following example is a COVID-19 decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation. This may need to be modified for different communicable disease outbreaks.



Center for Disease Control (CDC) and New York State Department of Health (NYSDOH) Recommendations:

- Close off areas used by a sick person and do not use those areas until after cleaning and disinfection has occurred.
- If possible, open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfecting a contaminated room. If waiting 24 hours is not feasible, then wait as long as possible.
- Clean and disinfect all areas used by the suspected or confirmed infected person, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.

- Individuals without close or proximate contact with the suspected or confirmed infected person can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to NYSDOH guidance for current information on close and proximate contacts, and how staff can safely return to work.
- If more than seven days have passed since the suspected or confirmed infected person visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

The BOCES must follow CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of a communicable disease. Depending on the disease, if a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with a communicable disease by a healthcare provider based on a test or whether they had or currently have symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms.
- It has been at least three days since the individual has had a fever (without using fever reducing medicine).
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

Refer to current CDC and NYSDOH guidance for individuals who are on home isolation regarding when the isolation may end.

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

Staff Absenteeism

- Instructional staff will call into the absence management system when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

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

Medical Accommodations

- The Human Resources Department will handle medical and contagious disease accommodations, such as telework or shift modification. Requests for accommodations should be sent to sblood@oncboces.org.

New York State Contact Tracing Program

If a student or staff member tests positive for a contagious disease the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works.

It is recommended that all District-wide School Safety Team members, administrators, principals, nurses and others take the free Johns Hopkins University COVID-19 Contact Tracing Course at <https://www.coursera.org/learn/covid-19-contact-tracing>.

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19. Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care, or other supplies. The Tracer will work with you to identify and reach out to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way.

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say “NYS Contact Tracing” (518-387-9993).

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-19.

Facilities: Cleaning and Disinfecting

Soiled surfaces and objects must be cleaned before being disinfected. Cleaning does not kill germs or viruses but rather removes many of them, along with dirt and other impurities, from surfaces or objects. Disinfecting then kills many of the remaining germs and viruses, lowering their number to a safe level, as judged by public health standards.

If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails, and door knobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of carpets, entryways, and high traffic areas
- Removing trash
- Cleaning and disinfecting restrooms
- Wiping heater and air conditioner vents

- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms

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

Common Areas

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. Face masks, or other identified PPE shall be worn in common areas, unless advised otherwise. Signage shall be posted in common areas to remind staff of health and safety etiquette.

Disinfecting

- Cleaning and disinfection requirements from the CDC and NYSDOH will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to be infected, with such cleaning and disinfection to include, at a minimum, all heavy transit areas, and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by central administration.
- Additional paper towel dispensers may be installed in other designated spaces.

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet bars.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by central administration.

- The District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal

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

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. Daily work logs will be maintained by each staff. Student and staff sign in/sign out sheets will be utilized for each building and may be used for areas within a building as needed. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is generally not required for school employees as opposed to healthcare workers and other critical care employees. However, the following local hotels/motels can be accessed if necessary:

1. The Otesaga, Cooperstown (607.547.9931)
2. Holiday Inn Express, Cooperstown (607.547.8000)
3. Best Western, Cooperstown (607.547.7100)
4. Hampton Inn Express, Oneonta (607.433.9000)
5. Courtyard Marriott, Oneonta (607.432.2200)
6. Holiday Inn, Oneonta (607.684.200)
7. Super 8, Oneonta (607.353.6875)
8. Colonial Motel, Grand Gorge (607.588.6122)
9. Margaretville Motel (845.586.4464)
10. The Roxbury Motel (607.326.7200)
11. Winwood Inn, Windham (518.734.3000)
12. Kaatskill Mountain Club, Hunter (800.486.8376)

If necessary, BOCES will work with the County Office of Emergency Management to determine housing options.

Recovery

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Network Specialist, Deputy Superintendent, Safety & Risk Management Coordinator, Director of Human Resources and Employee Engagement, Director of Management Services and Director of Facilities will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

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ONC BOCES COVID-19 Preliminary On-Site Investigation

School Building [Click or tap here to enter text.](#) Today's Date [Click or tap to enter a date.](#)
 Individual Completing Form _____ Telephone # _____

Name of Person Testing Positive: Click or tap here to enter text.		Position:		
Last Date Individual was in the School Building: Click or tap here to enter text.				
Date of Birth: Click or tap here to enter text.		County of Residence: Click or tap here to enter text.		
Telephone #: Click or tap here to enter text.		Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC		
Documentation of Lab Confirmed Positive: Yes <input type="checkbox"/> No <input type="checkbox"/>		Date of Test: Click or tap to enter a date.		
Laboratory Conducting Test: Click or tap here to enter text.		Telephone #: Click or tap here to enter text.		
Names of <u>students</u> in close contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts, please write NO CONTACTS across the page)				
STUDENT NAME	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
Name of <u>staff</u> in close contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts please write NO CONTACTS across the page				
NAME/POSITION/ EMPLOYEE ID #	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

(Enter Building Name) Screening/Entry Log

Assessment responses must be reviewed every day and such review must be documented.

Screening conducted by: _____

Date	Name	All Screening Questions answered No	Any Screening Questions answered Yes	Time In	Time Out

Date	Remote Work Log What actions were completed? [activity/ means] What type of activity was it? (meeting, pd, instructional, etc.) [type/ method]	How was this work completed? (eg. zoom, call, text)	Duration* *(if applicable)	District* *(if applicable)

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

I. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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

