

Erie 2-Chautauqua-Cattaraugus BOCES

School Reopening Plan 2020-2021



E₂CCB[™]
Erie 2-Chautauqua-Cattaraugus BOCES

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Introduction

Erie 2-Chautauqua-Cattaraugus BOCES is one of 37 BOCES across the state of New York. A BOCES is able to provide services that school districts may be too small to offer on their own or that would be more economical to offer collaboratively, sharing costs with other school districts. The function of a BOCES is to provide shared services to component school districts in a manner that is effective and efficient, and that fosters equity for students.

E2CCB provides academic programming through its Workforce Development divisions, and Adult Education, Career and Technical Education which includes P-TECH, as well as Alternative Education, Special Education Divisions, and additional services through the following divisions and departments: Management Services, Instructional Support Services, Technology Services, Operations & Maintenance, Safety/Risk Management, Human Resources, Communications & Development, Labor Relations, the Central Business Office and Business & Financial Services.

Recognizing the closing of schools in March of 2020 due to COVID-19 profoundly impacted the lives of students, families, educators and school communities, The New York State Education Department has directed schools to develop a framework for a safe and orderly return to school.

Understanding the complex challenges of catching up on months of lost in-person instruction, addressing students' social and emotional needs, addressing inequitable and accessible and determining whether instruction takes place in person, remote or through some combination of the two.

With uncertainties looming, the future of COVID contagion, looking at the loss of funding as well as the needs of diverse learners from preschool to adult, a comprehensive and qualified team of educational professionals from Erie 2-Chautauqua-Cattaraugus BOCES worked to develop this guidance document that is student-centered, with equity and flexibility as a core value. The document does not prohibit creative, collaborative problem-solving; it models it.

Not know exactly what the 2020-21 school year holds in store for our organization and our 27 component districts, serving more than 40,000 students in Western New York, this guidance document will not only help support resilience in our students as we are guided by the following tenants:

The health, safety and well-being of children and adults in reopening our schools is paramount.

We will keep educational equity at the forefront of our thinking and decision-making.

We recognize the diversity of the region we serve and will work with component districts and stakeholders to answer questions and address concerns through an email address. These inquiries will be compiled into a Q&A document that will become supplemental to this plan.

Communication/Family and Community Engagement

E2CCB values regular and frequent communication between component district schools, families, and our communities. Communication is an essential element of effective family and community engagement. With all the uncertainty surrounding COVID's spread and its impact on local communities, communication and family engagement will be more important than ever this year. E2CCB will provide regular updates about health and safety as well as other important information using a variety of tools. E2CCB's website will be updated regularly with new information and where changes in protocols or schedules have occurred. In addition, we will use our emergency notification system to contact families of changes in a timely manner. In addition we may use email, traditional mail, text messages, and social media to ensure families are receiving the information they need around health and safety issues and their child's education.

We welcome questions and feedback from our E2CCB families. An email address has been established at covidinfo@e2ccb.org so you can connect with us. When families, schools, and communities work together and keep each other informed, students are more successful, and everyone benefits. Building these strong relationships takes regular, frequent, and transparent two-way communications. E2CCB will post a supplemental FAQ on our website reflecting the questions we have received along with our response.

While developing this plan we used the E2CCB virtual conversation tool Thoughtexchange to crowdsource thoughts and ideas regarding how community members feel about returning to school in the fall or whenever it is possible. The Thoughtexchange survey gathered thoughts from more than 60,000 participants, 2,337 from the Erie 2 Chautauqua-Cattaraugus Region around the question – “What ideas and thoughts do you have as you think about a return to in-person schooling?”

We then formed stakeholder groups of Administrators, Representatives from the Principals and Supervisors Association, Representatives from the Administrative Management Association, Representatives from the Tri-County BOCES Educational Association, and Representatives from the United Support Association to consider the survey results as well as gather additional thoughts and feedback as we developed our reopening plan. Stakeholder groups met three times over a two week period to review the NYSED Reopening Guidance to make recommendations. Our plans are the resulting work from our sub-committees.

Healthy and Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to E2CCB locations. 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 purpose of this document is to provide clear information to our employees, students, and families on the health and safety protocols that E2CCB is following.

Whether instruction is provided in-person, remotely, or through some combination of the two, schools have an important role to play in educating and communicating with school communities about the everyday preventive actions they can take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks;
- Screenings
- Healthy Hygiene Practices;
- Social Distancing;
- Personal Protective Equipment (PPE) and Cloth Face Coverings;
- Management of Ill Persons; and
- Cleaning and Disinfection.

In each of these categories, E2CCB recognizes that these recommendations are essential as they represent the minimum standards. Additional considerations are based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH). Local departments of health and [Executive Orders of the Governor](#) should also be reviewed and included as appropriate in reopening plans. Schools and districts must continually monitor the CDC and NYSDOH websites to keep current with the latest COVID-19 information and guidance.

Health Checks

Parents/guardians, students and staff must be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff must be instructed that any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The CDC keeps an up to date list of symptoms of COVID-19 on its website. This list is not all inclusive as some individuals may display other symptoms or none at all.

- ▶ [Symptoms as identified by the CDC](#)

Students and Families

E₂CCB will conduct screenings prior to all students entering the building. We also strongly encourage parents/guardians to screen their child before sending them to school. Screening of students includes a daily temperature check and completion of a screening questionnaire. If you answer “yes” to any of the questions on the daily questionnaire form please contact your child’s school building following your normal protocol for reporting an absence. Please make sure to provide the reason for the absence. The [daily questionnaire](#) can be accessed online.

Staff and Visitors

E₂CCB is requiring that all staff members and visitors complete the daily questionnaire and temperature check prior to entering one of our buildings. Employees are encouraged to conduct self screenings prior to reporting to work [using the app](#). Paper copies are also available at the main entrances of our buildings. Visitors will complete the screening when they report to the building.

Employees and visitors will be required to show the completed daily questionnaire to the wellness aide upon entering the building. The [daily questionnaire](#) can be accessed online.

If an employee answers “yes” to any question on the daily questionnaire:

- Do not proceed further into the building until assessed and cleared by the school nurse (if there is one).
- If not cleared to enter the building or if there is no school nurse, contact your supervisor and Laurie LiPuma in Human Resources at 805-3106.

Visitors that answer “yes” to any of the questions on the daily questionnaire will not be permitted to enter the building.

If you have passed the daily questionnaire, you will then proceed to have your temperature taken by the wellness aide. If your temperature is 99.9 degrees or lower, you will be permitted to enter the building.

If your temperature is 100.0 degrees or greater:

- Do not proceed further into the building until assessed and cleared by the school nurse (if there is one).
- If not cleared to enter the building or if there is no school nurse, contact your supervisor and Laurie LiPuma in Human Resources at 805-3106.

Daily questionnaire answers are only provided to the local Department of Health if there is a request for contact tracing.

Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

E2CCB will provide staff and parents/guardians periodic reminders of this requirement by:

- Providing regular reminders - such as an automated telephone message, email, or text; and
- Regular written notices to homes in the parent/guardian's native language where it is known that families cannot access the information through the other methods.

Healthy Hygiene Practices

E2CCB will provide written instruction and provide adequate supplies and time to the school community in hand and respiratory hygiene. Healthy hygiene practices will be taught and re-taught for both students and staff. E2CCB will provide mandatory video training as well as place appropriate signage throughout our campuses. Signage should be used to remind individuals to:

- Stay home if experiencing COVID-19 related symptoms.
- Cover nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Teaching healthy hygiene practices can be accomplished in person, by videos, announcements, and posters or signs. E2CCB will post signage in highly visible areas such as:

- Entrances
- Restrooms
- Cafeteria or other dining areas
- Classrooms
- Administrative offices
- Auditorium
- Janitorial staff areas

Hand Hygiene

Handwashing is one of the best ways to protect yourself and your family from getting sick. Learn when and how you should wash your hands to stay healthy.

- ▶ [CDC Guidance on handwashing](#)
- ▶ [Handwashing Training Video](#)

Respiratory Hygiene

Processes and procedures for respiratory hygiene include:

- The COVID-19 virus spreads when an infected person coughs, sneezes, or talks, and droplets from their mouth or nose are launched into the air and land in the mouths or noses of people nearby. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. E2CCB will provide training and visual reminders of appropriate respiratory hygiene.
- E2CCB will provide a supply of tissues and trash cans should be available in each Classroom/office and other general purpose areas. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material

Social Distancing

What is Social Distancing?

Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household. To practice social or physical distancing, stay at least 6 feet (about 2 arms’ length) from other people who are not from your household in both indoor and outdoor spaces.

Social distancing should be practiced in combination with other [everyday preventive actions](#) to reduce the spread of COVID-19, including [wearing cloth face coverings](#), avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

Why Practice Social Distancing?

COVID-19 spreads mainly among people who are in close contact (within about 6 feet) for a prolonged period. Spread happens when an infected person coughs, sneezes, or talks, and droplets from their mouth or nose are launched into the air and land in the mouths or noses of people nearby. The droplets can also be inhaled into the lungs. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19. Since people can spread the virus before they know they are sick, it is important to stay at least 6 feet away from others when possible, even if you—or they—do not have any symptoms. Social distancing is especially important for [people who are at higher risk](#) for severe illness from COVID-19.

If you are sick with COVID-19, have [symptoms consistent with COVID-19](#), or have been in close contact with someone who has COVID-19, it is important to stay home and away from other people [until it is safe to be around others](#).

COVID-19 can live for hours or days on a surface, depending on factors such as sunlight, humidity, and the type of surface. It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes. However, this is not thought to be the main way the virus spreads. Social distancing helps limit opportunities to come in contact with contaminated surfaces and infected people outside the home.

Although the risk of severe illness may be different for everyone, anyone can get and spread COVID-19. Everyone has a role to play in slowing the spread and protecting themselves, their family, and their community. In addition to practicing [everyday steps to prevent COVID-19](#), keeping space between you and others is one of the best tools we have to avoid being exposed to this virus and slowing its spread in communities.

- ▶ [Tips on social distancing from the CDC](#)

Medically Vulnerable/High-Risk Groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have household members who are in high risk groups may also need to attend school remotely. Based on the recommendation of the home school district, E2CCB will make appropriate accommodations and be able to accommodate the needs of these students in the school community. E2CCB staff members should contact human resources for additional information.

Persons in these groups should consult with their healthcare provider regarding prevention and potential reasonable accommodations. A [current list of high risk conditions](#) can be found on the CDC's website.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.

Transitioning these students back to school requires:

- Planning and coordination of:
 - school health services personnel
 - teacher and related service personnel if appropriate
 - pupil personnel services and
 - administration

If the parents/guardians have questions on their child's return to school, please contact your child's home school district.

Personal Protective Equipment (PPE)

PPE for School-Based Health Personnel

E2CCB will review the OSHA COVID-19 guidance for information on how to protect staff from potential exposures, according to their exposure risk pursuant to their Exposure Control Plan. The OSHA guidance also sets forth when PPE is needed by staff pursuant to the OSHA standards.

The CDC recommends that school-based health personnel use the guidance entitled “[Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020](#),” when providing care to ill persons as part of infection control protocols:

- Licensed healthcare professionals must utilize standard precautions at all times;
- Transmission - based precautions should be used when assessing persons suspected of having COVID-19;
- Schools should ensure they have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members;
- Such PPE may include, but is not limited to:
 - face masks (disposable surgical masks)
 - respirators (N95) masks that are fit tested
 - eye protection or face shields
 - gloves
 - disposable gowns.

For optimal protection for school-based health care workers, when worn, the face shield must be used with a face mask and:

- Extend below the chin anteriorly;
- To the ears laterally;
- There should be no exposed gap between the forehead and the shield’s headpiece;
- Only be worn one person per shield;
- Be cleaned between use; and
- The wearer should wash their hands after removing the shield and before putting it on.

PPE is recommended when performing aerosolized treatments, assessing and caring for a person who is suspected of having COVID-19. Health care professionals should review the [CDC guidance on the correct use of PPE](#). Face shields worn without other face coverings are not considered adequate protection against COVID-19 and should not be used alone.

Aerosol Generating Procedures

Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. The CDC recommends PPE use when administering AGPs. PPE consists of:

- Gloves;
- N95 or surgical facemask;
- In lieu of N95 - a surgical mask with face shield;
- Eye protection; and
- A gown (if necessary).

PPE should be used when:

- Suctioning;
- Administering nebulizer treatments; or
- Using peak flow meters with students who have respiratory conditions.

Treatments such as nebulized medication treatments and oral or tracheostomy suctioning should be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse could leave the room and return when the nebulizer treatment is finished. Due to limited availability of data, it is uncertain whether aerosols generated by nebulizer treatments are potentially infectious. Cleaning of the room should occur between use and cleaning of the equipment should be done following manufacturer's instructions after each use. The CDC recommends during the COVID-19 pandemic that respiratory medications utilizing metered dose inhalers (MDI) with a spacer or valved holding chamber be used over nebulizer treatments whenever possible. Based on limited data, use of MDIs (with or without spacers or valved holding chambers) is not considered an aerosol-generating procedure. Nebulizer treatments at school should be reserved for children who cannot use an MDI (with or without spacer or valved holding chamber). Use of peak flow meters, including in the school setting, includes forceful exhalation. Based on limited available data, forceful exhalation is not considered an aerosol-generating procedure associated with increased risk of transmitting the virus that causes COVID-19. However, for some people with asthma, using a peak flow meter can trigger coughing.

PPE for General Staff

Cloth face coverings are meant to protect people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance. All students and staff members must wear cloth face coverings:

- Whenever they are within 6 feet of another person;
- In hallways;
- In restrooms; and
- In other common areas

E2CCB will provide acceptable face covering to employees and students and have an adequate supply in case of need for replacement per Executive Order 202.16. Schools should allow an employee to wear their own acceptable face covering but may not require they supply their own face coverings. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important. Face coverings should **not** be placed on:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Schools should instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Information and resources to assist schools in instructing on the proper use and cleaning of face masks are on the CDC webpage on [cloth face coverings](#).

Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

- ▶ [Video on Face Coverings](#)

Management of Ill Persons

Students and staff with symptoms of illness must be sent to the health office. Ideally a school nurse or school nurse assistant 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.

- ▶ [Protocols for Health Screening](#)

If a school nurse is not available, schools will have to isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. Administrators should work collaboratively with school nurses to determine if additional staff is needed to assist.

If Student or Staff Become Ill With Symptoms of COVID-19 at School

Schools should follow Education Law § 906, which provides [w]henever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA, and Education Law 2-d. If nurses choose to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements should be made to have students wait at least 6 feet apart. Ideally schools should have two rooms for school health personnel - one room for healthy students who have injuries or need

their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies. School nurses and other school health professionals assessing or providing care to ill students and staff should follow Transmission-based precautions which includes the use of appropriate PPE (see section on PPE).

Students suspected of having COVID-19 awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

The CDC and NYSDOH recommend:

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

Refer to DOH's ["Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"](#) for information on "close and proximate" contacts.

- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

If a separate room is not available, keep at least a 6-foot distance between ill students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. It is recommended that:

- Students should be escorted from isolation area to the parent/guardian;

- The parent or guardian 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;
- Symptomatic students or staff members follow CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19;
- School staff should be aware of the symptoms of [Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#) which is a serious condition associated with COVID-19 in children and youth. Schools should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:
 - fever
 - abdominal pain
 - vomiting
 - diarrhea
 - neck pain
 - rash
 - bloodshot eyes
 - feeling extra tired
- Schools must call for emergency transport (911) following district policies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs:
 - trouble breathing
 - pain or pressure in the chest that does not go away
 - new confusion
 - inability to wake or stay awake
 - bluish lips or face
 - severe abdominal pain
- If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local health department to determine what steps are needed for the school community.

Please refer to the following flowchart for procedures.

Student Screening Protocol

COVID-19 Fever/Symptoms Flow Sheet for School Nurses and Building Administrators

IF A STUDENT, WHILE AT SCHOOL:

Has a temperature greater than 99.9°F (non-touch forehead thermometer) that does not resolve within 30 minutes,

OR

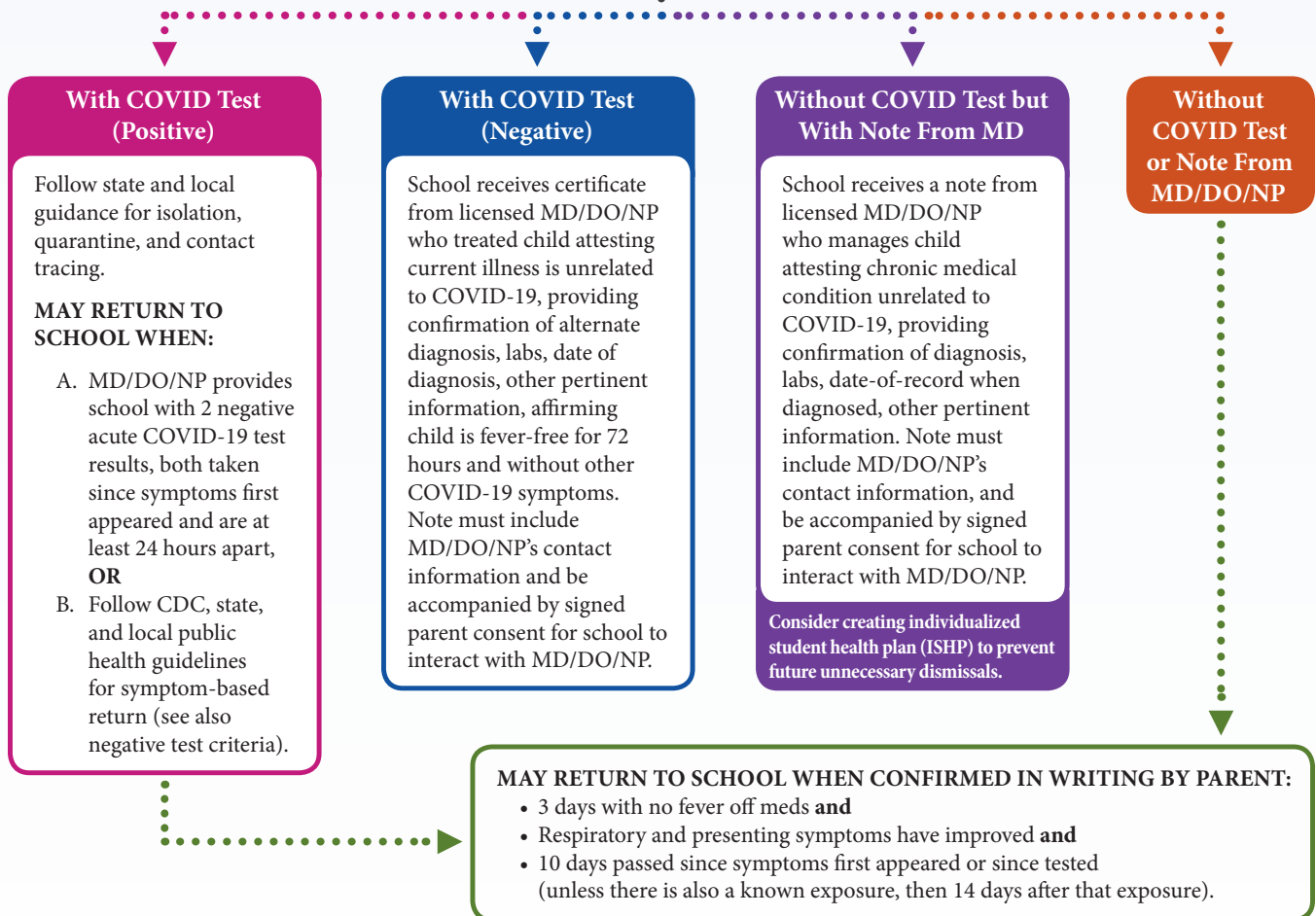
Has symptoms of COVID-19 which may include:

- Fever, chills, rigors
- Cough*
- Shortness of breath*
- Rash*
- Nasal congestion or rhinorrhea*
- Sore throat
- Nausea or vomiting or diarrhea*
- New loss of taste or smell
- Fatigue*
- Headache*
- Muscle or body aches*
- Poor feeding or poor appetite*

**Disregard this symptom if school personnel are already aware of a non-COVID chronic pre-existing condition that causes that symptom AND if the nature of that symptom (duration, intensity, etc.) is consistent with what school personnel are familiar.*

Actions: Don appropriate PPE; Isolate student until you send home; Refer student to their MD/DO/NP;

THE STUDENT IS TO STAY HOME UNTIL:



NOTE: If someone reports direct contact for more than 10 minutes and closer than 6 feet, without a mask in the past 14 days to a person known or suspected to have COVID-19, use judicious self-protection, isolate individual, give a face mask, arrange immediate dismissal, and proceed per local public health department protocols.

Return To School After Illness

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 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 has a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had 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); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#). 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 Screening Protocol

COVID-19 Fever/Symptoms Flow Sheet

IF A STAFF MEMBER:

Has a temperature greater than 99.9°F (non-touch forehead thermometer) that does not resolve within 30 minutes,

OR

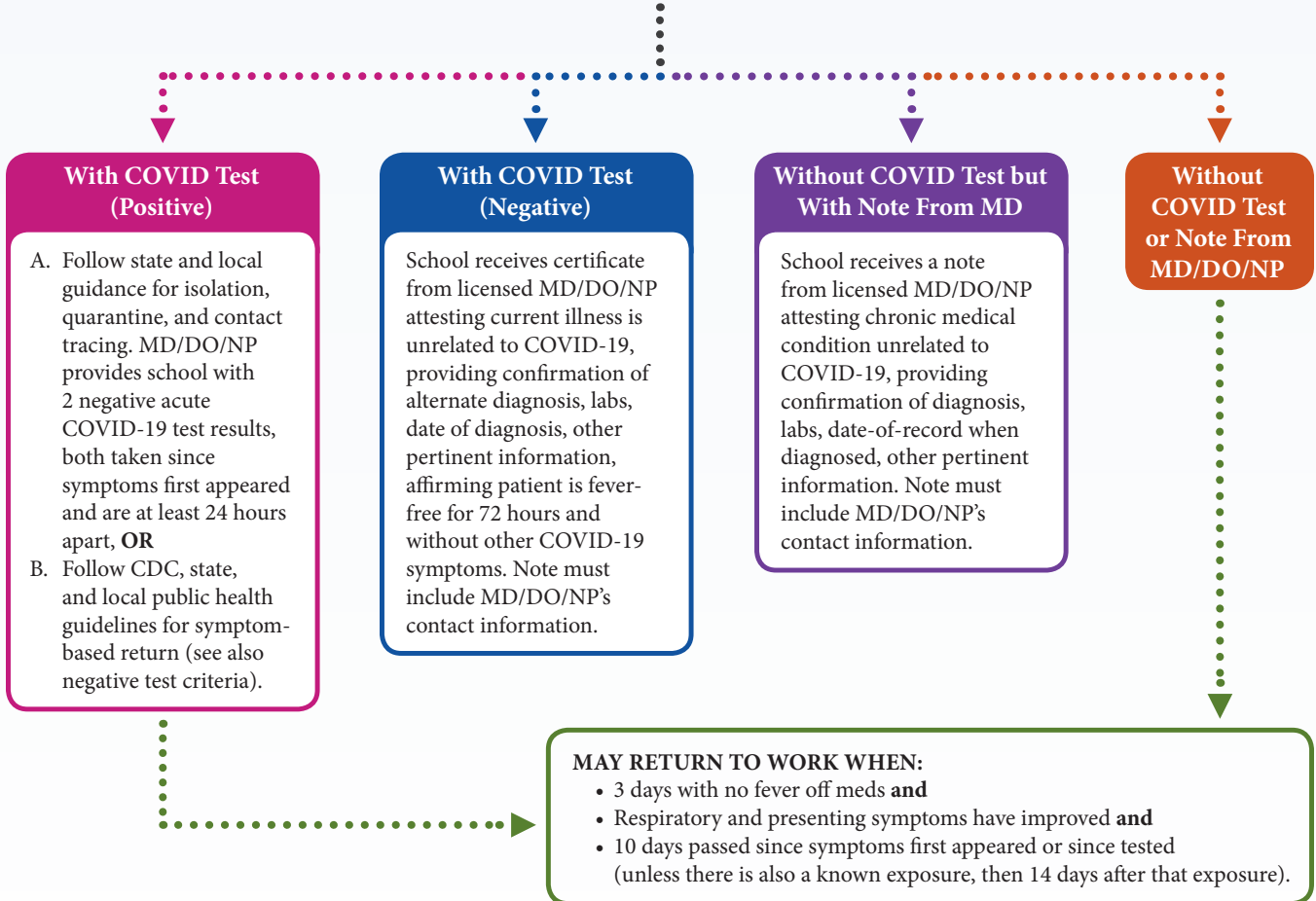
Has symptoms of COVID-19 which may include:

- Fever, chills, rigors
- Cough*
- Shortness of breath*
- Rash*
- Nasal congestion or rhinorrhea*
- Sore throat
- Nausea or vomiting or diarrhea*
- New loss of taste or smell
- Fatigue*
- Headache*
- Muscle or body aches*
- Poor feeding or poor appetite*

**Disregard this symptom if school personnel are already aware of a non-COVID chronic pre-existing condition that causes that symptom AND if the nature of that symptom (duration, intensity, etc.) is consistent with what school personnel are familiar.*

Actions: Don appropriate PPE; Isolate staff member until you send home; Refer staff member to their MD/DO/NP;

THE STAFF MEMBER IS TO STAY HOME UNTIL:



NOTE: If someone reports direct contact for more than 10 minutes and closer than 6 feet, without a mask in the past 14 days to a person known or suspected to have COVID-19, use judicious self-protection, isolate individual, give a face mask, arrange immediate dismissal, and proceed per local public health department protocols.

COVID-19 Testing

It is strongly recommended that schools comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health. [CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](#)

For additional information on testing, contact your local health department or your primary physician. Health Department information can be found:

- ▶ [Chautauqua County Department of Health](#)
- ▶ [Erie County Department of Health](#)

Contact Tracing

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. Schools must cooperate with state and local health department contact tracing. Schools can assist public health departments in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited; and
- Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the [New York State Contact Tracing Program](#). This does not mean schools are required to have staff members take the contract tracing program. Questions should be directed to the local health department.

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

School Closures

Schools must collaborate with their local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

School administrators should consider closing school if absentee rates impact the ability of the school to operate safely. Schools may choose to modify operations prior to closing to help mitigate a rise in cases. Schools should consult their medical director and/or the local department of health when making such decisions.

Cleaning and Disinfection

- Cleaning and disinfection are the primary responsibility of the school's custodial staff. However, appropriate cleaning and disinfection supplies will be available to faculty and staff for shared and frequently touched surfaces:
 - Disposable wipes and/or other cleaning supplies will be available to faculty and staff so that commonly used surfaces (e.g., tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards and tablets, toilets and restrooms, faucets and sinks)
 - Hand sanitizer will be available near high-touch surfaces (e.g., trash receptacles, paper towel dispensers).
 - Responsible Parties should consider closing water drinking fountains (unless they are configured as a bottle refilling station) and encourage students, faculty, and staff to bring their own water bottles or use disposable cups.
- The O & M staff, along with assigned other staff members if available, will conduct regular cleaning and disinfection of the 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 which should be cleaned and disinfected between each individual's use, if shared. If cohorts are used, cleaning and disinfection may take place between each cohort's use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed. Please refer to DOH's "Interim Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19" and "Interim Guidance for Cleaning and Disinfection of Primary and Secondary Schools for COVID-19" for detailed instructions on how to clean and disinfect facilities.
- The O & M staff must ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

- Responsible Parties should ensure that materials and tools used by employees are regularly cleaned and disinfected using registered disinfectants. Refer to the Department of Environmental Conservation (DEC) list of products registered in New York State and identified by the EPA as effective against COVID-19.
 - If cleaning or disinfection products or the act of cleaning and disinfection causes safety hazards or degrades the material or machinery, Responsible Parties must put in place hand hygiene stations between use and/or supply disposable gloves and/or limitations on the number of employees using such machinery.
 - Best practices to implement in residential, shared (i.e., communal) bathrooms include, but are not limited to:
 - Installation of physical barriers between toilets and sinks if six feet of separation is not feasible; and
 - Use of touch-free paper towel dispensers in lieu of air dryers.
 - Responsible Parties must ensure distancing rules are adhered to by using signage, occupied markers, or other methods to reduce restroom occupancy at any given time, where feasible.
- ▶ [CDC Cleaning & Disinfecting Information](#)

Cleaning and Disinfection Following Suspected or Confirmed COVID-19 Case

- Responsible Parties must provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Responsible Parties are expected to follow CDC guidelines on “Cleaning and Disinfecting Your Facility,” if someone is suspected or confirmed to have COVID-19:
 - Close off areas used by the person who is suspected or confirmed to have COVID-19.
 - Responsible Parties do not necessarily need to close operations, if they can close off the affected areas (e.g. classroom, restroom, hallway), but they should consult with local health departments in development of their protocols.
 - Open outside doors and windows to increase air circulation in the area.
 - Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait as long as possible.

- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

Refer to DOH’s [“Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure”](#) for information on “close and proximate” contacts.

If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Other Considerations

Health Physicals and Screenings

Due to the COVID-19 pandemic and the effect it is having on healthcare providers, the Department released the memo [Health Examinations in Light of COVID-19 Pandemic](#), which provides direction to schools when students are delayed in obtaining required health physical examinations, along with information on the required health exam form [Required NYS School Health Examination Form](#).

The memo states:

- Schools are to continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021;
- Parents/guardians are provided with additional time to provide the completed health exam to the school;
- Student athletes are able to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria;
- Beginning February 1, 2021 health examinations for schools are to be completed on the NYS Required Health Examination Form or an electronic health record equivalent form. This directive may change depending on the status of the COVID-19 pandemic in the fall; and
- Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year due to the COVID-19 crisis, unless such screening has otherwise been deemed necessary, pursuant to an amendment to Commissioner’s Regulations section 136.3(e).

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and
- If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drills in classrooms without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

When students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

E2CCB staff and students will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19. To meet the requirements of that guidance, E2CCB staff may need to rearrange or re-purpose physical space within their buildings, expand buildings' or districts' footprints or alter existing spaces through construction or changes in programming or operation. Several of these alternatives have implications for fire code compliance and may require code review by the New York State Education Department's (NYSED's) Office of Facilities Planning. Teachers, principals, O & M, safety risk, and other pertinent staff will need to assess all instructional and other spaces to assure appropriate social distancing and proper ppe is in place for a safe return.

Many questions will arise as districts or other applicable schools balance fire safety and building security needs with efforts to prevent the spread of COVID-19. NYSED's team is in consultation with other state agencies to ensure that all factors are fully considered, and the risks to building occupants are minimized across the full range of potential concerns.

Required Square Footage

While recommendations on social distancing suggest that maintaining a six-foot distance from others is optimal, the building code itself does not mandate a minimum square footage per person on which districts or other applicable schools must base the number of students and staff in a building. Code sets standards for individual rooms and it varies on room function.

If contemplating a change in class size use:

- 20 square foot (SF) per person for a classroom,
- 15 SF per person for cafeterias,
- 50 SF Career & Tech and Special Ed.,
- 150 SF for offices,
- 5-15 SF at gymnasiums.

Contact an architect at the OFP with questions pertaining to change of room use and occupant load or if a proposed change in occupancy of a space results in an occupant count greater than 49. A higher expected number of occupants may change the requirements for exits.

E2CCB will assure that physical space is available for proper social distancing for all students, faculty, and staff.

Facility Alterations and Acquisition

Districts or other applicable schools may choose to ease social distancing by changing the way they use space in their existing buildings or by acquiring additional space. All spaces to be occupied by school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code and the State Energy Conservation Code.

Changes to Space Utilization and/or Alterations

Alterations Mandatory Requirements

If E2CCB elects to make space alterations to the physical space or the building, these items will be required:

- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change must be submitted to OFP, the local municipality and/or code enforcement officials for review.
- Means of egress, fire alarm system, ventilation, and lighting may be affected and must be indicated on all submitted plans.
- Consult your architect and submit floor plans to OFP for approval.

Space Expansion

Space Expansion Mandatory Requirements

If E2CCB chooses to expand their square footage in order to enable improved social distancing (e.g. building additions, lease space, transportable classroom units or spaces such as tents) the following requirements apply for all spaces to be occupied by school district staff and students:

- Code Review: Per statute, NYSED's Office of Facilities Planning must review and approve the above types of projects to ensure that the proposed spaces meet the fire code.
- Offsite Lease Requirements: For offsite facilities, the district or other applicable schools must contact their project manager at NYSED Office of Facilities Planning (OFP) and submit a Temporary Quarters (TQ) Project submission.

To ensure that these sites meet all requirements, TQ submissions require submission of:

- OFP Form FP_AU-Request for Approval of Use of a Facility;
- architectural quality floor plan;
- site plan;
- AHERA Plan;

Please consult with your architect/engineer of record.

Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 Reopening” when required materials are submitted to OFP for review.

Tents for Additional Space

Tents for Additional Space Mandatory Requirements

If tents are used as alternate spaces, then the following requirements apply:

- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Temporary structures and tents are those erected for 180 days or less. The Building Code Section 3103.1 indicates, “tents and membrane structures erected for a period of less than 180 days shall comply with the Fire Code of NYS”.
- The Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for permanent tents. They include requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction, use.

Plumbing Facilities and Fixtures

Toilet and Sink Fixtures

Districts or other applicable schools may consider reducing the number of toilet fixtures in a building in order to facilitate frequent cleaning. However, the minimum number of toilet fixtures that must be available for use in a building is established in the building code.

The usual minimum requirement may be reduced by certain circumstances that may be relevant: (1) the building's aggregate number of toilet fixtures already exceeds the minimum amount required by the Building Code or (2) the building occupancy is reduced using partial remote learning or reductions.

Reminder: frequent handwashing is a key component to avoiding the spread of COVID-19, so sinks and soap must be available to building occupants at all times.

Plumbing Facilities and Fixtures Mandatory Requirements

The number of toilet and sink fixtures must meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional should be consulted prior to any modifications to layouts or number of fixtures.

All temporary facilities must be approved through the Office of Facilities Planning.

Drinking Water Facilities

Districts or other applicable schools may wish to reduce the number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture. One fountain is required for each one hundred occupants.

In the event drinking fountains need to be taken out of service, the following should be considered to provide potable drinking water to all occupants of the building:

Drinking fountains may be replaced with units with bottle fillers.

Supplying students with bottled drinking water or water in disposable cups at specified locations is an acceptable alternative source.

The district or other applicable school may provide students with personal containers to fill at home.

Ventilation

Ventilation Mandatory Requirements

Maintain adequate, code required ventilation (natural or mechanical) as designed. If other air cleaning equipment is proposed, submit to OFP for review and approval. Districts and schools are encouraged to increase the fresh air ventilation rate to the extent possible to aid in maintaining a healthy indoor air quality. We recognize there are many different types of ventilation systems, natural or mechanical, that may be limited for increasing ventilation outside air due to available heat or fan/relief airflow capacity. Schools may consider installing a higher efficiency filter. A higher efficiency filter may require a larger filter housing and will create greater resistance to airflow, and the fan and HVAC system may require rebalancing to maintain the code required ventilation rate.

E2CCB is reviewing all HVAC systems and making adjustments to increase ventilation rates, bring in additional outside air, improve air filtration, and have longer running times. The campus air handling systems will be operating with higher level filtration wherever possible. The campus will assure filters are changed regularly, are properly installed, and are not damaged. Minimum Efficiency Reporting Value (MERV), commonly known as MERV, is a measurement scale designed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) to report the effectiveness of air filters. The higher the MERV rating, the better the filtration of smaller particles, but also there is a corresponding reduction in air movement that must be considered. The national norm for office buildings is MERV8 filters. Prior to the outbreak, the standard filter requirement for campus was a minimum MERV8, while several were already at MERV13. The campus has begun upgrading building filters to MERV11 or MERV 13, depending upon the results of the review.

New Technology

Some school leaders may have been contacted by vendors promoting new technology that claims to purify air. Some of these systems may be proven over time to have merit, but the use of new technologies in school facilities must be stringently reviewed prior to the installation and issuance of permits for those technologies. Some of them could have a negative impact on the building occupants' health and safety. New technologies must be proven safe by independent and impartial studies by a nationally recognized governing body, and the equipment must be listed/labeled for the intended use by a Nationally Recognized Testing Laboratory.

NYSED Procedures

Projects that are labeled as "COVID-19 Reopening" will be expedited. Leased facilities, modular buildings, tents, additions, and alterations require an LOI and typical project submission requirements; prescreening will be waived. Questions can be directed to the OFP. E2CCB will continue to adhere to all requirements related to Building Conditions Survey (BCS) and Visual Inspections where applicable.

Child Nutrition

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished. School districts around the State did an incredible job, with tremendous community support, in ensuring that students received nutritious meals while schools were closed this past year. No child should ever go hungry, and school reopening plans must provide for the feeding of all students who require food assistance.

As school food service operations transition from serving meals during unanticipated school closures and summer meals to serving school meals, School Food Authorities (SFAs) will need to consider national, state, and local health and safety guidelines. It is important that SFAs engage school food service directors in district or system wide discussions regarding plans for reopening schools to ensure that students participating in all learning models have access to healthy meals.

SFAs will need to consider the resources and flexibilities necessary to transition food service operations to an on-site or off-site student meal delivery system or operate both at the same time. This includes utilizing state or nationwide waivers and updating school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements.

Safety and Sanitation

In conjunction with Personal Touch, E2CCB will:

- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens between periods and beginning/end of day;
- Identify any additional equipment or supplies such as thermometers, alcohol wipes or other equipment that may be needed to keep food, students, and staff safe;
- Consider the special feeding needs of students with severe disabilities whose safety and sanitation needs at mealtimes may differ from those of their peers;
- Install barriers at the point of sale/point of pickup (see the Facilities Guidance section);
- Have adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas (see the Health and Safety section) and trainings on hand hygiene protocols;
- Routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service touch pads;
- Wear single-use gloves when handling or delivering all foods;

- Wear a disposable apron when handling or delivering foods;
- Allow only program staff, custodial staff, and approved volunteers to enter program areas.

Food Service Staff

In conjunction with our contracted food service provider, Personal Touch, E2CCB will:

- Evaluate staffing and make any needed adjustments;
- Ensure staff are trained on district policies and protocols on health and safety;
- Review, and retrain staff as needed on standard operating procedures for food service;
- Consider cross-training program staff to perform essential activities in the event of key absences or emergency situations.

Contact Vendors and Suppliers

- The unexpected closures may have impacted food supply chains or availability of certain services and it will be important to account for any of these changes prior to the start of operations;
- Work with food service vendors to determine the safest way to handle deliveries;
- Have supplies on hand for in person and grab and go meal delivery.

USDA Waivers approved for the National School Lunch Program and School Breakfast Program, July 1, 2020 – June 30, 2021

Notify the NYSED Office of Child Nutrition of the SFA's plan to use any of the following waivers necessary for operations:

- Non-Congregate Feeding
- Meal Service Time Flexibility
- Bulk meals require both non-congregate and meal service time waivers
- Parent/Guardian Meal Pick Up
- Meal Pattern Flexibility

- “Offer Versus Serve” Flexibility for Senior High Schools.
- Contact your NYSED Child Nutrition Program Representative to ensure operations are within waiver allowances.

E2CCB will apply for all USDA Waivers.

Meal Service

In conjunction with Personal Touch, revise E2CCB food safety plans to include standard operating procedures for meal service in classroom, additional meal service procedures in the cafeteria, social distancing and PPE during meal prep and delivery, and receiving and storage;

- Ensure meals meet meal pattern requirements;
- Production records must be completed for each meal;
- Develop meal counting procedures for meals served outside of the cafeteria. Procedures will depend on eligibility determinations – CEP, Provision 2, or Free/Reduced/Paid status;
- Consider how to handle transactions that normally would occur in a cafeteria line – how payments will be collected, receipts issued, and money secured;
- Documented requests for children with special dietary needs (e.g., food allergies) must be accommodated;
- Strongly encourage the use of the online school payment system;
- Rather than payment submitted by each child in the cafeteria line, consider cash or check payment collected and sent to the cafeteria by classroom teachers.

Meals Consumed Onsite

E2CCB will assure that all students in attendance have access to school meals each school day

- Assess where meals will be served (classroom, cafeteria, other); Remove or suspend the use of share tables, salad bars and other self-service refrigerators and buffets for food and condiments;
- Discourage food sharing between students;
- Coordinate with custodians to establish sanitation procedures;

- Clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students;
- Consider increasing access points for providing meal service;
- Provide physical distancing guides in food service areas such as:
 - tape on floors
 - signage
 - increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables
- Plan for one class at a time to go through the cafeteria line and return to the classroom if meals will be eaten in the classroom;
- Use pre-portioned condiments that cashiers & servers place on each tray;
- Place meals on a counter or tray line for quick pick up;
- Consider “Grab and Go” kiosks in hallways or gymnasiums;
- Consider whether teachers can take meal orders in classrooms and send orders to the kitchen via email, Google Docs, SharePoint, etc;
- Consider student meal pick up at building entrances or security checkpoints;
- Coordinate with school personnel in order to meet the feeding safety needs of students with disabilities;
- When students eat in classrooms: o train teachers on food allergies, including symptoms of allergic reactions to food
- train all non-food service staff on any meal service-related activities they will be responsible for
- obtain or develop posters or other aids to assist non-food service staff to implement meal service.

Meals Consumed Offsite (With Election of Waivers)

E2CCB will assure that all students learning remotely have access to school meals each school day

- Assess service methods (grab and go, curbside pick-up, delivery, etc.);
- Determine if there are students who are unable to access school meal distribution sites and identify ways to address these gaps;
- Bulk meals packaged in boxes or containers for multiple days of meals picked up/delivered at one time;
- In hybrid situations, where students are attending in person and remotely, create an area with cones or signs where families can easily pull in to receive foods away from where students will be entering;
- Place meals for curbside pick-up on a table or place in the trunk of the vehicle.

Additional Food Service Resources

- ▶ [The NYSED Child Nutrition Office website](#)
- ▶ [USDA Food and Nutrition Service](#)
- ▶ [Institute of Child Nutrition](#)
- ▶ [New York State Department of Health Food Safety Guidance](#)
- ▶ [CDC Guidance for Schools](#)



Transportation

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) should be applied to the school bus as well. Pupil transportation also presents certain unique challenges, especially with regard to the transportation of homeless students, students in foster care, students in nonpublic and charter schools, and students with disabilities. So, it is critical that schools and school districts must be sure to include Transportation Department staff in all school re-opening planning.

School Bus Mandatory Requirements

Assurances of the following will be required when submitting the Reopening Plan:

In the event E2CCB uses school vans or outside vendors for any student transportation. We will adhere to the following conditions:

- Students who are able will be required to wear masks and social distance on the bus/van;
- All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);
- 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 must configure wheelchair placement to ensure social distancing of 6 feet.

School Bus Considerations

Districts and other applicable schools may want to consider adding the following best practices to their reopening plan:

- School bus companies may choose to install sneeze guards by the driver's seat and in between each seat to protect children and increase capacity. If installed, the sneeze guards must be made of a material approved by the Department of Transportation. Sneeze guards will need to be disinfected every day;
- Sneeze guards may be installed on wheelchair buses between securement stations with the approval of the Department of Transportation;
- When temperatures are above 45 degrees, school buses should transport passengers with roof hatches or windows slightly opened to provide air flow.

School Bus Staff

School Bus Staff Mandatory Requirements

In the event E2CCB uses school vans or outside vendors for any student transportation. We will adhere to the following conditions:

- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;
- Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Students on Transportation

In the event E2CCB uses school vans or outside vendors for any student transportation. We will adhere to the following conditions:

Students on Transportation Mandatory Requirements

- 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 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 provide one by the district;
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Students on Transportation Considerations

Districts and other applicable schools may want to consider adding the following best practices to their reopening plan:

In the event E2CCB uses school vans or outside vendors for any student transportation. We will adhere to the following conditions:

- Siblings or children who reside in the same household should be encouraged to sit together.
- A student without a mask may be provided a mask by the driver/monitor/attendant. 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. In such a situation the seating will have to be rearranged so the student without a mask is socially distanced from other students.

- Students who are transported in a mobility device should use seating positions that provide the required social distancing or have NYS-approved sneeze guards installed.
- Students should be reminded of the bus rules, like, to not eat or drink on the school bus, which would require them to remove their mask.
- When students embark and disembark the bus, they should follow social distancing protocols. This will increase the time required to load and unload buses at stops.

Protocols Once Students Disembark from Transportation

E2CCB will add the following best practices to their reopening plan:

- When students embark and disembark the bus, they should follow social distancing protocols. This will increase the time required to load and unload buses at schools in the morning and afternoon.
- E2CCB will develop staggered arrival and departure times when social distancing is limited.
- E2CCB will reconfigure the loading and unloading locations for students who are transported by bus, car or are pedestrians when social distancing is limited.
- E2CCB will assure that hand sanitizer is available for students as they arrive on campus.

Pupil Transportation Routing (Not Applicable)

Pupil Transportation Routing Mandatory Requirements (Not Applicable)

- If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/if the district is not;
- All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Pupil Transportation Routing Considerations (Not Applicable)

Districts and other applicable schools may want to consider adding the following best practices to their reopening plan:

- School districts and other applicable school transportation departments that use contract transportation should consider the use of add and delete clauses to configure their routing needs depending upon school scheduling, staggering start times and virtual learning days.
- Districts or other applicable schools should submit addendums to the Pupil Transportation Unit when the increased routing requires an increased cost in a pupil transportation contract.
- School districts should pursue every avenue to provide transportation for their student populations using creative means of district routing, municipal contracts, piggybacking contracts, parent contracts or public transportation.
- Districts or other applicable entities which consider the use of mass transit to provide pupil transportation may want to strongly suggest that students on these vehicles wear masks and practice social distancing. If a mass transit vehicle is used solely for pupil transportation routes all the applicable mandatory requirements and considerations must be applied.

Social Emotional Well-Being

Communities and schools are facing unprecedented challenges as they respond to the compounded difficulties of a global pandemic, an economic recession, and civic unrest in response to structural racism. But these challenges also offer unprecedented opportunities to re-envision and renew the capacity of our schools and communities to be welcoming, supportive, inclusive, and equitable environments.

To meet these challenges, individuals must start with the inner work of healing their own hearts and minds, finding the capacity within themselves to support healing for students, families, peers, and communities. While district and school personnel cannot solve every problem, collectively they are a powerful force in improving the well-being of themselves and those around them.

As district and school personnel adapt to environments that result in substantially reduced time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to supporting the well-being and success of students, staff, and families. Along with physical health and well-being, E2CCB will prioritize social emotional well-being — not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

Mental Health and Trauma-Responsive Practices

Adverse childhood experiences (ACEs) and trauma can have a negative impact on young people's social emotional well-being, and consequently, their capacity to learn. Students and adults are grappling with new and exacerbated traumas that can have far-reaching impacts on health and educational outcomes. In addition, anxiety and depression may present or worsen in response to these additional stressors and traumas.

Trauma-responsive practices help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

- ▶ [Trauma Responsive Practices](#)

Multi-Tiered Systems of Support (MTSS)

MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). A strong set of universal interventions designed to support social emotional well-being will be crucial to our collective success as students and adults

return to instruction and the school environment with increased needs. The supports represented in the universal tier are foundational to secondary and tertiary supports. In general, universal interventions should be effective for most students, but targeted and intensive supports will be needed to address student needs that could not be met with universal interventions. A strong foundational tier helps ensure that we are not over identifying students and adults for tier 2 and 3 supports, which allows them to more strategically allocate resources for the higher tiers.

Pupil personnel service (PPS) staff, which include school counselors, school social workers, school psychologists, mental health counselors and school nurses are uniquely poised to be the primary source of expertise upon which the entire school community can draw. A key function of the school counselor's Tier 1 role is to promote a safe and supportive learning environment for everyone in the school community. School counselors utilize their specialized knowledge of curriculum and child and adolescent development to design and implement comprehensive programs to help all students build fundamental academic, career development, and social emotional skills. At the Tier 2 level, some of these supports may be provided by school counselors but are often referred to school social workers and school psychologists and are targeted to students identified as vulnerable due to academic, social emotional, and mental health challenges. At the Tier 3 level, school social workers, school psychologists, and licensed mental health counselors address a smaller number of high need students who require more specialized individual interventions and/or referral to community-based counseling and resources.

Restorative Practices

Restorative practices are processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior. It focuses on strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior.

- ▶ [Restorative Practice Resources](#)

Planning and Capacity Building

E2CCB will utilize Panorama Education to provide universal SEL screening for students, allowing us to assess and improve student SEL competencies and school climate. The Panorama Social Emotional Learning (SEL) Questionnaire can be administered via paper, or an online platform and provides data analytics to schools. Measuring student mindsets, behaviors and attitudes that might be related to success in school and beyond the classroom, the questionnaire provides information on individual students' SEL abilities across a range of categories and help educators understand the social emotional competencies of their students.

Adult SEL and Well-Being

Adults in our school communities must take care of themselves and our peers, both for their own well-being and so that they may be better able to help young people heal. Adults in the school community have experienced stress, anxiety, grief, and trauma. It is important to consider the impact this will have on their return to an in-person or virtual school environment. Educators play a meaningful role in a child’s social emotional development, and E2CCB is committed to providing supports and SEL/self-care professional learning opportunities for all staff. Existing [supports and self-care practices](#) for leaders, faculty and staff are accessible through a variety of means, including the Employee Assistance program, the Ombuds office, professional development offerings and online supports and apps. Thoughtexchange, an online crowdsourcing platform, allows E2CCB to connect with every person in our organization, regardless of an in person or remote learning environment. Thoughts and ideas can be shared across E2CCB, and analytics are used to identify priorities and feedback. E2CCB is committed to continuing to address critical topics related to personal, student and community well-being, including trauma-responsive practices, social-emotional learning, restorative practices, mental health education and culturally and linguistically responsive-sustaining practices.

Student SEL and Well-Being

Improving school climate promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge young people. All these conditions are improved by socially and emotionally competent adults and young people in the school community.

Social-emotional skills help students learn to cope with change, become more resilient and develop self-awareness and management strategies that positively impact one’s mental health. As part of our reentry plan, E2CCB recognizes the importance of explicit instruction in social emotional learning (SEL) and intentional supports for the emotional needs of our students.

E2CCB has a large number of student centered SEL supports. In addition to continuing to provide regular access to school counselors and social workers across all educational sites and programs, E2CCB will utilize Panorama Education to provide universal SEL screening for students, allowing us to assess and improve student SEL competencies and school climate. The Panorama Social Emotional Learning (SEL) Questionnaire can be administered via paper, or an online platform and provides data analytics to schools. Measuring student mindsets, behaviors and attitudes that might be related to success in school and beyond the classroom, the questionnaire provides information on individual students’ SEL abilities across a range of categories and help educators understand the social emotional competencies of their students. Explicit instruction in SEL is integrated in the instructional day through CASEL aligned programs such as Second Step and Michigan Model.

In the case of hybrid and/or remote instruction, E2CCB will utilize Zoom as an electronic platform to deliver tele-practice and meet the counseling/emotional needs of students. In addition, staff will ensure students are able to reach counselors through alternate methods (phone/email) if students express concern over privacy in a remote situation.

E2CCB partners with community agencies to ensure comprehensive supports for the students and families we serve. A comprehensive listing of community resources in Erie, Chautauqua and Cattaraugus counties has been curated and is available for staff to access and share. Community Care Specialists are available to provide targeted support to students and families upon referral by a program or site. Trauma Informed and Restorative Practice professional development opportunities and customized professional development for leaders, teachers, and school support staff can be accessed in person or virtually. Sessions led by E2CCB staff, outside consultants and self-paced online professional development resources are available. Identification of at-risk students continues to be a priority for E2CCB. BARK for Schools is employed to assist in risk assessment, and regular student contact guidelines and procedures have been developed and are in use across all sites and programs.

Communication with students and families is critical to assessing student need. Panorama benchmark surveys will be administered several times throughout the school year, assisting E2CCB in identifying areas of need. The data collected will be used to guide our goal of continuous improvement, whether it be in person, hybrid or remote. School administrators and faculty/staff will collaborate to develop communication plans that support families, and take into account individual circumstances that may impact student learning. Faculty/staff will use a variety of methods of communication with students, incorporating digital check ins/check outs and flexible scheduling to meet their needs.

Using Data for Continuous Improvement

Data collection for continuous improvement and reflection means data is used to understand what is happening, to identify challenges or roadblocks, and to figure out what is working. E2CCB will be working with Panorama Education to review the benchmark assessments that are administered throughout the year. Thoughtexchange will also be used as a means to collect data around district and program needs. The data will be used to identify trends and gaps, and drive next steps for E2CCB.

School Schedules

Reopening guidelines for the 2020-2021 school year require schools to plan for resuming in-person instruction with scheduling decisions informed by health and safety standards and guidance from the New York State Department of Health. In planning for reopening, E2CCB took into account our students' needs for in-person instruction and opportunities for hands-on learning. E2CCB serves students full-time in Alternative Education, Pathways to Early College High School (P-TECH) and Special Education and part-time in Career and Technical Education. After reviewing our classroom space and enrollment, we have determined that we can offer face to face instruction for all of our students five days a week under current NYSDOH, NYSED, and CDC guidelines and recommendations. We have also established hybrid and remote plans for instruction in preparation for transition to these models if necessary.

E2CCB will use Google Classroom as our Learning Management System. Additionally we will use Zoom and Ensemble to record instruction and make content available to students through Google Classroom. Students will have computer devices, primarily Chromebooks or laptops, to use for in-person, hybrid, and remote instruction.

Special Education/Alternative Education

In-person- (Ideal, but May Be Restricted)

As much as we value in-person instruction, we will structure our in-person programming with a priority on safety in accordance with the NYS Department of Health and CDC Guidelines. Our priority is for all students to attend face to face in the Fall upon the reopening of school. Specifically, for our populations which consist of students attending E2CCB programs, we plan to offer face to face, in-person instruction.

Hybrid-

E2CCB will offer a hybrid model for the delivery of instruction which will be on a rotation basis. Students will be divided into two groups, Group A and Group B and will follow the schedule below.

For special education students attending E2CCB, a comprehensive program will be provided in accordance with each student's IEP. Each Classroom will be staffed with a Special Education Teacher, Classroom Aide and 1:1 aides as required. Related Services, according to individual IEPs, will be provided to the greatest extent possible. Please note that one day per week will be remote learning/virtual in special education.

Example Schedule* with Wednesday as the remote learning day for all

GROUP A

(Attends in-person Mondays and Tuesdays)

Day of the Week	Instruction Type
Monday	In-person Instruction
Tuesday	In-person Instruction
Wednesday	Remote Learning
Thursday	Remote Learning
Friday	Remote Learning

GROUP B

(Attends in-person Thursdays and Fridays)

Day of the Week	Instruction Type
Monday	Remote Learning
Tuesday	Remote Learning
Wednesday	Remote Learning
Thursday	In-person Instruction
Friday	In-person Instruction

For alternative education students attending Erie-2 Chautauqua-Cattaraugus BOCES, a comprehensive program will be provided in accordance with each student’s needed areas of credit and the mandatory seat time for each core content area. Please note that one day per week will be remote learning/virtual in alternative education.

Students that participate in the hybrid model will receive remote instruction and/or telepractice three days per week and in-person services two days per week. Considering the remote learning days, students will have an opportunity to either engage in independent learning, reiteration of skills reinforced by a teacher assistant or aide, or virtual instruction in conjunction with the alternate group’s whole group instruction.

Social-Emotional Learning activities will be incorporated into their day. We recognize that students will need time to transition into an in-person environment and that students will need support along the way. E2CCB will determine location and groupings based on the age and needs of the students. School districts will be responsible to provide transportation for students.

Example Schedule* with Wednesday as the remote learning day for all

GROUP A

(Attends in-person Mondays and Tuesdays)

Day	Instruction Type
Monday	Remote Learning
Tuesday	In-person Instruction
Wednesday	Remote Learning
Thursday	In-person Instruction
Friday	Remote Learning

GROUP B

(Attends in-person Thursdays and Fridays)

Day	Instruction Type
Monday	Remote Learning
Tuesday	Remote Learning
Wednesday	In-person Instruction
Thursday	Remote Learning
Friday	In-person Instruction

**The schedules above are tentative and subject to change.*

Remote/Virtual Only

E₂CCB will offer remote learning to students, and it will be based on the student’s individual learning needs, providing student choice, project based learning, and personalized learning. We will also offer a flexible planning schedule with an outline of instruction for all instructors to ensure students are obtaining their appropriate amount of minutes for each core content area.

We are ensuring that remote/virtual learning is flexible so as to provide a mix of synchronous and asynchronous events. Additionally, we will ensure that there is equity across the BOCES, allowing students to use self-reflection and self-monitoring, and encouraging parent/student participation and communication with teachers. Lastly, students/parents will have an opportunity to provide feedback on learning.

Special Education NYSAA Students K-12/General Assessment K-8

12:1:1 Example Schedule* (60 Minute Time Blocks Per Day)

Remote/Virtual Instruction	Time
Whole Group Instruction	10 minutes
Group A - Breakout Session (4 students maximum)	10 minutes
Group B - Breakout Session (4 students maximum)	10 minutes
Middle of the Lesson - Check In	10 minutes
Group C - Breakout Session (4 students maximum)	10 minutes
Whole Group Instruction (Closing)	10 minutes

8:1:1 Example Schedule* (60 Minute Time Blocks Per Day)

Remote/Virtual Instruction	Time
Whole Group Instruction	10 minutes
Group A - Breakout Session (4 students maximum)	15 minutes
Middle of the Lesson - Check In	10 minutes
Group B - Breakout Session (4 students maximum)	15 minutes
Whole Group Instruction (Closing)	10 minutes

**The schedules above are tentative and subject to change.*

6:1:1 Example Schedule* (60 Minute Time Blocks Per Day)

Remote/Virtual Instruction	Time
Whole Group Instruction	10 minutes
Group A - Breakout Session (3 students maximum)	15 minutes
Middle of the Lesson - Check In	10 minutes
Group B - Breakout Session (3 students maximum)	15 minutes
Whole Group Instruction (Closing)	10 minutes

Alternative Education 7-12/Special Education Regents 9-12

Example Schedule* (42 Minute Time Blocks Per Day)

Remote/Virtual Instruction	Time
Whole Group Instruction	7 minutes
Group A - Breakout Session (4 students maximum)	7 minutes
Group B - Breakout Session (4 students maximum)	7 minutes
Middle of the Lesson - Check In	7 minutes
Group C - Breakout Session (4 students maximum)	7 minutes
Whole Group Instruction (Closing)	7 minutes

**The schedules above are tentative and subject to change.*

Hybrid Schedules

For hybrid CTE and P-TECH schedules, there will be one day of remote instruction for all students and two additional days of remote instruction delivered to half the class each day. Students will participate in two days of in-person instruction and three days of remote instruction each week under the Hybrid model. The day of all remote instruction will be determined in consultation with sending districts at each campus. Below are sample remote schedules.

P-TECH Hybrid Schedule

Example Schedule* with Monday as the Remote Day

Monday	Tuesday	Wednesday	Thursday	Friday
Remote Instruction for all students	In-person Instruction for half of the students, Group A	In-person Instruction for half of the students, Group B	In-person Instruction for half of the students, Group A	In-person Instruction for half of the students, Group B

Students will follow their full-time face to face schedule when in class Tuesday-Friday. Students will have office hours and support available on Monday and will have flipped classroom instruction, individual and small group activities and daily check-in with teachers on remote days.

Example CTE Hybrid Schedule*, Chautauqua County Centers with Monday as the Remote Day

	Tuesday	Wednesday	Thursday	Friday
8:30-11:00	Junior CTE Lab, Group A	Junior CTE Lab, Group B	Junior CTE Lab, Group A	Junior CTE Lab, Group B
11:05-11:55	Staff Lunch, Planning, Lab Cleaning	Staff Lunch, Planning, Lab Cleaning	Staff Lunch, Planning, Lab Cleaning	Staff Lunch, Planning, Lab Cleaning
12:00-2:30	Senior CTE Lab, Group A	Senior CTE Lab, Group B	Senior CTE Lab, Group A	Senior CTE Lab, Group B

Example CTE Hybrid Schedule*, Erie County Centers with Monday as the Remote Day

	Tuesday	Wednesday	Thursday	Friday
8:00-10:30	Senior CTE Lab, Group A	Senior CTE Lab, Group B	Senior CTE Lab, Group A	Senior CTE Lab, Group B
10:35-11:25	Staff Lunch, Planning, Lab Cleaning	Staff Lunch, Planning, Lab Cleaning	Staff Lunch, Planning, Lab Cleaning	Staff Lunch, Planning, Lab Cleaning
11:30-2:00	Junior CTE Lab, Group A	Junior CTE Lab, Group B	Junior CTE Lab, Group A	Junior CTE Lab, Group B

**The schedules above are tentative and subject to change.*

Remote Instruction

Under remote instruction, students will meet daily with their instructors following their in-person schedule. Instruction will be a mixture of whole group, small group, individual meetings with the instructor, individual activities and collaborative student work. Instructors will note student work with students to provide guidance, clarification, and elaboration on content, skill development and assignments. They will track student engagement and provide specific, timely feedback on student work.

Example CTE Remote Schedule*, Chautauqua County (LoGuidice and Hewes)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:25	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD
8:30 – 8:55	Revision, make-up and testing	Revision, make-up and testing	Revision, make-up and testing	Revision, make-up and testing	Revision, make-up and testing
9:00 – 10:00	Junior CTE Class	Junior CTE Class	Office Hours	Junior CTE Class	Junior CTE Class
10:05 – 11:25	Junior Core integration & Sp. Ed. support	Junior Core integration & Sp. Ed. support	Office Hours	Junior Core integration & Sp. Ed. support	Junior Core integration & Sp. Ed. support
11:25 – 11:55	Staff Lunch	Staff Lunch	Staff Lunch	Staff Lunch	Staff Lunch
12:00 – 1:00	Senior CTE Class	Senior CTE Class	Office Hours	Senior CTE Class	Senior CTE Class
1:05 – 2:00	Senior Core integration & Sp. Ed. support	Senior Core integration & Sp. Ed. support	Office Hours	Senior Core integration & Sp. Ed. support	Senior Core integration & Sp. Ed. support
2:05 – 2:30	Revision, make-up and testing	Revision, make-up and testing	Office Hours	Revision, make-up and testing	Revision, make-up and testing
2:35 – 3:00	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD

**The schedule above is tentative and subject to change.*

Example CTE Remote Schedule*, Erie County (Carrier and Ormsby)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 – 8:20	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD
8:25 – 8:55	Revision, make-up and testing	Revision, make-up and testing	Revision, make-up and testing	Revision, make-up and testing	Revision, make-up and testing
9:00 – 10:00	Senior CTE Class	Senior CTE Class	Office Hours	Senior CTE Class	Senior CTE Class
10:05 – 11:25	Senior Core integration & Sp. Ed. support	Senior Core integration & Sp. Ed. support	Office Hours	Senior Core integration & Sp. Ed. support	Senior Core integration & Sp. Ed. support
11:25 – 11:55	Staff Lunch	Staff Lunch	Staff Lunch	Staff Lunch	Staff Lunch
12:00 – 1:00	Junior CTE Class	Junior CTE Class	Office Hours	Junior CTE Class	Junior CTE Class
1:05 – 1:40	Junior Core integration & Sp. Ed. support	Junior Core integration & Sp. Ed. support	Office Hours	Junior Core integration & Sp. Ed. support	Junior Core integration & Sp. Ed. support
1:45 – 2:15	Revision, make-up and testing	Revision, make-up and testing	Office Hours	Revision, make-up and testing	Revision, make-up and testing
2:20 – 2:50	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD	Faculty meetings; Team meetings; Collaboration; PD

**The schedule above is tentative and subject to change.*

Erie-2-Chautauqua-Cattaraugus BOCES has collaborated with and will continue to collaborate with our component districts and stakeholders including, teachers, staff members, parents, and community groups when considering alternate schedules. E2CCB will share their scheduling plans with students, families, and staff as soon as possible before the start of the school year and anytime a change is required in order to allow families to plan childcare and work arrangements. We will communicate with students and parents through our emergency notification system as well posting information on our website.

180 Day Calendar and Attendance Reporting for State Aid Purposes

Erie 2 BOCES will meet the 180 day calendar requirement. Attendance reporting will be collected daily through Frontline and eSchool Student Management System and reported through the State Aid Management System (SAMS) based on the average student.

Economic Overview

Both the national economy and New York State's economy have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts that have been undertaken since March 2020. What is still unknown is the extent to which the impact will improve or worsen, how long it will last, and which sectors of the state economy will be most severely impacted.

It is important to understand the fundamentals of education finance policy in New York State to develop the most responsible—and flexible—budget plans for reopening schools. The economic demographics of school districts across the state vary widely, from some of the wealthiest districts in the country to some of the poorest. The various state aid formulas work to complement that reality, with the wealthiest district receiving less state aid and the districts with less local fiscal capacity receiving more.

New York State government operations are funded through a blend of many revenue sources, including the personal income tax, sales tax, corporate taxes, user fees, and federal grants and entitlements. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19.

E2CCB is acutely aware of the cost pressures our partnering component districts are facing. In that respect, we have a responsibility to control costs by limiting unnecessary expenses (Limiting field trips, conferences, large equipment purchases, etc.). E2CCB is also facing non-routine purchasing items such as PPE, and additional staff for cleaning and delivering instructional supplies. E2CCB will also evaluate open positions to see if they need to be filled.

Budget and Fiscal Matters

School District Fiscal Preparedness

Another major factor in the fiscal outlook for school districts is the availability of undesignated reserve funds, which districts set aside for times of fiscal hardship. Again, the individual district circumstance can vary widely. According to the most recent data available to the Department, overall unexpended fund balances total 13.83 percent of all school spending outside the big five city school districts, but the level available in individual districts ranged from 0.04 percent to 86.19 percent. Due to cost pressures such as increased PPE, cleaning staff, etc. E2CCB is monitoring additional expenses that may affect surplus/refund to component districts.

These reserves are approximately two thirds capital, retirement, and employee benefit accrued liability reserve (EBALR) reserves. Unrestricted reserves total approximately 4.5% of total proposed spending, again excluding the five dependent city school districts. Relaxing rules around withdrawals from certain purpose driven reserves would provide districts additional flexibility in budgeting for the upcoming years with a diminished prospect of increases in state aid, but such changes would require enactment of legislation.

When districts consider how much of those reserve funds should be tapped into during any single school year or crisis, they should remember that this situation has the potential to be long-lasting.

2020-21 Enacted State Budget

Governor Cuomo's Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of \$825 million, or 3 percent. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency federal funds.

Pandemic Adjustment and CARES Act Funds

State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a "Pandemic Adjustment", which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.

Potential Further Aid Reductions

The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly \$1.2 billion. Combined with other budget actions, the remaining gap was projected to be \$8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap.

180 Day Calendar and Attendance Reporting for State Aid Purposes

School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements.

The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue the same information, based on the schedule provided for the average student, rather than reporting for each individual student. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.

Impact of Low Attendance on State Aid

School districts have expressed concerns about the impact that students choosing to stay home during the pandemic will have on their state aid calculations. State Aid formulas use multiple attendance counts in the calculation of aid apportionments for school districts. Statewide over 70 percent, largely in Foundation Aid, is based on Average Daily Membership or district enrollment, which is a measure of student registration in the district and does not take attendance into account. These aid formulas should not be impacted by attendance rates. Some formulas use Average Daily Attendance in the calculation

of reimbursement rates, and Education Law §3602(1)(d)(2) provides for the commissioner to exclude from that calculation “days on which school attendance was adversely affected because of an epidemic...”. NYSED plans to advance a proposed COVID-specific change to such regulations in September for consideration by the Board of Regents.

Flexibility in Non-NYSED-Governed Activities

While budget and fiscal matters have implications in nearly all operational and instructional program areas, the laws, regulations, and business rules are largely outside of the discretion of the State Education Department. Below are a few areas where recommendations have been made to NYSED staff that deserve further consideration by state policymakers:

Reserve funds: consideration for providing temporary flexibility in the immediate use of designated or restricted reserve funds, and requirements to repay funds over a set period of time;

Transportation issue: as mentioned in the Transportation section of this guidance, providing flexibility on the adoption of contracts with providers and pursuing a streamlined bus driver licensing process with the Department of Motor Vehicles to ease the burden of hiring new bus drivers; Personal Protective Equipment (PPE) and technology purchases: provide more avenues for shared service agreements and ease burdens on BOCES to expand service in this area.

Flexibility for Budgetary Transfers

It is anticipated that there may be costs in 2020-21 that districts did not budget for in necessarily the correct account codes. In particular, the need for additional equipment has been noted above. Flexibility for budget transfers in the 2020-21 school year only for additional equipment needed (associated with re-opening and the maintaining of buildings primarily) would help school districts in that position. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is considered a non-contingent expense (generally) and transfers into non-contingent line items are prohibited. This determination appears to be based primarily on [Formal Opinion of Counsel No. 213](#).

In addition, school districts are encouraged to maximize their state-aided hardware in order to ensure that all necessary equipment is being purchased.

Tax Collection (Not Applicable)

School districts that rely on banks or other outside entities, such as a town, to collect school taxes, could face an issue of capacity for in-person collection. Limited staffing or hours may make it more difficult for taxes to be paid in the period without penalty. In addition, at least one instance of a bank not wanting to have citizens coming in to pay taxes and bank staff having to handle all of that paper has

resulted in a district needing to have to come up with a new process. Having to change to a collection process that is all in-district may not be feasible, either due to costs or staffing.

Districts should be reviewing their tax collection process to try and anticipate any issues or problems that they may face based on the ability of residents to pay taxes in person and without penalty.

Other Considerations

All existing state aid reporting requirements and deadlines must be maintained; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Additional costs for PPE, transportation, food service, and other mitigation needs will likely be necessary. Districts should not assume additional state or federal support will be available beyond what has already been budgeted for the 2020-21 school year and should plan those needs accordingly.

Charter Schools (Not Applicable)

District schools should continue to process charter school per pupil invoices as required by Education Law § 2856 and Commissioner's Regulation §119.1. Although many of the considerations above are applicable to all schools, charter schools should consult with the school's authorizer regarding specific budgetary requirements.

All existing state aid reporting requirements and deadlines must be maintained; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Additional costs for PPE, transportation, food service, and other mitigation needs will likely be necessary. Districts should not assume additional state or federal support will be available beyond what has already been budgeted for the 2020-21 school year and should plan those needs accordingly.

Resources

- ▶ [Flexibility in Maximizing Instructional Materials Aid, including Hardware Aid](#)
- ▶ [Smart Schools Bond Act](#)

Attendance and Chronic Absenteeism

E2CCB will utilize the eSD and Frontline learning management systems to record and track student attendance and teacher-student engagement regardless of the instructional setting. Staff will be assigned to be the daily point of contact for attendance purposes. E2CCB will meet and report the minimum annual instructional hour and 180 days of session requirements through SAMS.

Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. E2CCB's attendance policies will focus on the academic consequences of lost instructional time and procedures will address absences before students fall behind in school. The development of positive school relationships is critical for students who may be disconnected from school. E2CCB will utilize a [multi-tiered intervention](#) to address student absenteeism. Once contact is made, emphasis will be on addressing the students or family's barriers to attendance and/or engagement with instruction. In addition, E2CCB will provide translation for families who speak a language other than English in the home.

Technology and Connectivity

At the start of the 2020-2021 school year, all E2CCB instructional programs will distribute a survey to all students and teaching staff around the availability of devices and broadband access at their place of residence. A survey was distributed in March 2020, and prior to the Extended School Year program for Special Education students in July 2020. This data will be used to prepare and distribute necessary technology items to our returning students and staff, in addition to the results of the current survey.

The technology survey that will be sent to students and staff, will ask if an appropriate device is needed (that beyond a cell phone and or reading tablet) in order to receive instruction or provide instruction. Based on the program the student is enrolled, or the needs of the teacher/instructional staff, we will provide an appropriate device (iPad, Chromebook, or laptop). If there is no face to face instruction, we will continue to offer home delivery of the device and/or instructional materials to students. The E2CCB Technology Department has a comprehensive database of all devices within the BOCES and has a system to monitor devices remotely, and address issues that may occur with devices as well. This database also assists in monitoring aging devices and supports the continuous cycle of acquiring and recycling devices in order to stay current. It also assists programs in budgeting for these expenses.

The survey will also ask if there is more than one student or family member in the home that will be utilizing the internet. If it is found that internet access is limited, and can be supported by a MiFi (service provider availability determined by location), we will continue to provide a MiFi to the student and/or staff. E2CCB will continue to support students and teachers who would like to access a “hotspot” at a E2CCB building sites. A large print poster is displayed in the window at all of our program buildings noting the “hotspot” where our students and teachers can access the internet from a vehicle.

In order to ensure all students have access to participate in learning, we provided a personalized approach to instruction; for those where broadband internet is not available, we will deliver instructional materials and pick up materials and/or devices on a scheduled basis. This will allow the student and teacher to create a reliable process on receiving and returning learning materials. Through the remote learning of 2019-2020 school year, we successfully implemented a delivery and pick up process of materials and will continue that protocol if we begin our school year in a remote model. In addition, teachers were able to contact these students for additional support through mediums such as phone calls, written correspondence, or video chat. All effort will be made to ensure learning opportunities are continuous and as equitable as possible. During remote learning, students and families had and will continue to have the opportunity to share what is working and what is not, as we have developed and will continue to use our practice of having the staff closest to the student, to check in with them. If technology becomes an issue for our students, we have a variety of support options to address the specific need from device support to student/parent tutorials. Contact information is located on the following page.

Professional Development for our instructional staff on the use of technology in the classroom will continue to be provided through the support of; our Instructional Support and Development team, WNYRIC, contracted vendors, and internal expertise. We will use our Superintendent’s Conference Days, faculty meetings, instructional coaches, and on-demand professional development offerings to support our staff on providing effective remote/online instruction, and the most effective use of technology applications. Professional development opportunities will be made available for parents and caregivers based on the results of the parent survey.

Annually, we will provide students and staff with notice of E2CCB acceptable use computerized informational resources and devices. This year we will incorporate our Digital Citizenship curriculum in all of our instructional programs to support successful and appropriate use of technology.

Data Privacy and Security

E2CCB will continue its commitment to ensuring student data privacy and security will be maintained and that the BOCES in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner’s Regulations, according to in effect dates. Our Technology Department and our Data Privacy Officer work closely together to ensure the data safety of our students and staff. Data privacy and security is also addressed in E2CCB Policy 3206: Privacy and Security of Student Data and Teacher and Principal Data.

Staff & Student Technology Support

- ▶ [E2CCB Department of Technology Support](#)
- ▶ [E2CCB Distance Learning Technology Support](#)
- ▶ [E2CCB Instructional Support and Development \(ISD Team\) Support](#)
- ▶ [Assistive Technology](#)

Video Library for Technology Support

- ▶ [E2CCB Technology Tutorials](#)

Teaching and Learning

UPK

E2CCB operates one UPK classroom within the Dunkirk City School District. This class will follow Dunkirk's plan for meeting the NYSED and DOH guidelines for in-person, hybrid and remote instruction in an early learning setting.

Grades K-6

Per Commissioner's regulations, all students will receive instruction that is designed to facilitate their attainment of the State learning standards. E2CCB will insure that students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

There are no subject specific time requirements in grades K-6 for any subject with the exception of physical education (PE) (see separate section on PE). Educational programs delivered in these grades will employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with these young learners.

Within E2CCB programming, students in Grades K-6 will report to their BOCES site or component school district setting either in person, using a hybrid model, or all remote learning. Students attending BOCES programming in the component school districts, will follow the arrival and dismissal times determined by the host district. In addition, teachers will be responsible for Zoom sessions if needed; phone check-ins; team collaboration for planning; data meetings and attendance at CSE meetings.

Grades 7-12 – Units of Study

All 7-12 classes will provide instruction aligned with the learning standards including meeting the regulations outlining the specific time (unit of study) requirements for various subject areas (180 minutes per week or the equivalent). E2CCB's in-person instructional plan and instructional schedule will follow the time requirements in the Commissioner's regulations. Under the hybrid or remote instruction model, students will have daily instruction that is aligned with the learning standards and focused on preparing students to meet intermediate and commencement outcomes under the supervision of a certified teacher.

All teachers and students will have a weekly schedule that includes a balance of group instruction, small group and individual meetings with teachers, and learning experiences aligned with the standards and outcomes of the specific area of study. In addition to the scheduled instructional times, under remote and hybrid instruction, teachers will conduct weekly virtual office hour sessions for students to seek out additional clarification or help. Teachers will deliver instruction; plan and implement assignments

aligned with the learning standards and course outcomes; provide timely, specific feedback on student work; and track student engagement through the student management system. Course credit or the recommendation for course credit (CTE) will be based on evidence that the student has achieved the course learning outcomes.

Science Laboratory Requirements

Per Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam.

E2CCB will align laboratory experiences specific to each science course; determine the mode or modes of instruction; and identify a viable, vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Students will participate in labs during in-person instruction or under remote instruction by recording their experiment via Zoom and submitting lab reports through the Google Classroom. Collaborative group work can be done remotely through the use of Zoom breakout rooms. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute science lab requirement.

Arts

Visual arts instruction is provided by certified art teachers to 7-12 full time BOCES students. During face-to-face instruction, students will work on the studio units most difficult to do in a remote environment. Students will have individual materials to use during in person instruction and to take home for remote instruction. Any shared tools or equipment will be sanitized between use by different students. Under remote instruction, students will be provided with the necessary materials to continue to effectively participate in art class.

Teachers will use a flipped classroom model to introduce course concepts and will meet virtually with students via Zoom for whole group, small group and individual instruction and consultation regarding art projects. Teachers will identify specific projects aligned with course standards and learning outcomes that can effectively be delivered remotely and will reserve these projects for the possibility of full remote instruction. Teachers will practice on-line instructional delivery methods (Zoom, Google Classroom, Ensemble) during in-person instruction to prepare students for the use of these tools during hybrid or remote instruction. Throughout instruction, Art teachers will promote art as a way for students to process and express their experience, thoughts, and emotions and connect to the world.

Physical Education

E2CCB recognizes that participating in Physical Education (PE) is important for our students' health and wellbeing. E2CCB will ensure that whether in-person, remote, or hybrid models are utilized, students will be participating in physical activity under the direction and supervision of a certified physical education teacher.

E2CCB will ensure that a distance of twelve feet in all directions is maintained between individuals during in-person PE activities. PE teachers will focus on individual activities and skill development (for example, dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking, and target games) rather than team sports or group games or activities that involve contact closer than 12 feet. During hybrid instruction, teachers will instruct students during in-person sessions in particular skills and have student practice these at home on remote instruction days. During remote instruction students will participate in both synchronous (Zoom classes) and asynchronous instruction. Teachers will determine which units or lessons in the curriculum can be delivered effectively in the remote environment and reserve these for that possibility. Lessons will be designed with activities that can be done in a small space using common household objects in place of gym equipment. Throughout PE instruction in-person, hybrid or remote, PE teachers will promote physical activity as a healthy way to reduce stress and promote mental and physical wellness.

Academic Intervention Services

Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee).

E2CCB will use a district developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. Districts may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:

- Developmental reading assessment
- Benchmark and lesson embedded assessments
- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioners Regulations Part 117

E2CCB uses STAR K-2 Reading, 3-12 Math and ELA and IXL for all grade levels for assessments, universal screening, diagnostics, progress monitoring and goal setting. Academic intervention services will be provided for any student in grades 9-12 in the area in which they did not pass a Regents assessment.

Grading

E2CCB will develop program specific grading guidelines that are aligned with course outcomes and/or IEP goals and the NYS learning standards. Evaluation will prioritize student demonstration of meeting these outcomes, goals and standards in each of the three instructional models: in-person, hybrid, and remote. Teachers will record student engagement; provide timely, specific feedback on student work; and record grades evaluating student progress towards meeting the course outcomes or individualized goals. eS school and Frontline will be used as Student Management Systems and the parent portal or Google Classroom will be available for students and parents to track student assignment submissions, grades and progress. All students will receive marking period grades for the four quarters. Regents students in grades 7-12 will also receive 5-week progress reports.

Assessment

E2CCB students will be assessed on their progress towards attaining course outcomes and/or IEP goals and the NYS learning standards throughout the year under all three instructional models (in-person, remote and hybrid). Students will receive program or course specific initial, diagnostic assessments to inform instructional planning. Throughout the year students will participate in embedded formative assessments to gauge progress and inform instruction. All testing accommodation needs will be addressed. Summative course assessments will be determined in line with NYSED guidelines.

Libraries

E2CCB will utilize our School Library system to support high-quality instruction in hybrid and remote models.

Career and Technical Education (CTE)

E2CCB will provide in-person instruction in the coming months, as allowed, for CTE students in our classroom and lab space, which will be configured to meet social distancing requirements. Wherever possible, student will have an individual kit of high use items to avoid sharing of materials. Labs will have designated centers for use of stationary equipment and a protocol for cleaning/sanitizing lab equipment and shared tools between use by different students will be followed.

Teachers will review curriculum and identify units that can be delivered remotely, and reserve these for that instructional situation. Within units, teachers will identify which activities need to be done in the lab and which can be done independently and remotely. The activities that can be accommodated through remote and independent learning will be designated for use under the hybrid or remote model wherever possible.

Teachers will follow a flipped classroom model and use video recording of demonstrations for in-person, hybrid and remote instruction. In-person instructional time in CTE will prioritize lab and skill work that relies on equipment and CTE resources not available to the students in the remote setting. Additionally, teachers will practice use of the remote learning tools (Zoom, Google Classroom, Ensemble video recordings) during in-person instruction in order to provide for a smooth transition to hybrid or remote instruction. Instruction will be delivered by certified CTE instructors and will be aligned with course outcomes. During hybrid and remote instruction, students will continue to follow the 2.5 hour daily schedule with the remote learning time divided up between whole group instruction, small group and individual work with the teacher circulating between groups and/or individuals to check on progress; a mid-point whole group check-in and whole group closure. Teachers will note student engagement and provide specific timely feedback on student work.

Curriculum will focus on the knowledge and skills necessary to transition into the next level of instruction or into the workforce in the skilled trade. CTE teachers will include, as applicable, industry responses, challenges and changes due to the pandemic as part of instruction to connect students to industry standards and authentic engagement. E2CCB will insure that all applicable NYS Learning Standards are met and content that is critical for meeting these standards as well as requirements for applicable industry certifications or other postsecondary credentialing is identified and addressed. E2CCB will work with the appropriate governing agencies, in health careers and cosmetology to insure the clinical hour requirements are met.

Work-based Learning

E2CCB will continue to collaborate with our business, industry, and community partners to allow student work-based learning opportunities to continue as the NYS DOH and NYSED guidelines allow. We will address health and safety standards at work sites and provide appropriate coordination and supervision. In the event that our industry partners have a reduced ability to sponsor students, priority will be given to those students who need work-based learning hours to meet graduation or CDOS exit credential requirements. Work based learning programs may be conducted remotely when practical, acceptable to the industry partner, and supervised by school staff. Please note:

- Health Sciences students are required to complete supervised clinical hours [under regulations set forth by the Department of Health](#). E2CCB will follow all regulations from the Department of Health when planning and supervising clinical experiences.
- Supervised clinical experiences for students in Cosmetology programs will meet all guidelines set forth by the [NYS Department of State. Division of Licensing Services](#).
- School-based enterprises, such as e-brew, pet clinics, cosmetology clinics, etc. will follow all NYS Department of Health guidelines for cleaning and social distancing.

Considerations for Students with Disabilities

E2CCB staff will work collaboratively with all other service providers to design work-based learning experiences that are in line with students' individualized education program (IEP) goals.

Where practical, remote or hybrid experiences may be used towards work-based learning hours. School-based work placements in the school building will be considered if participating outside businesses are not able to meet students' IEP requirements (job coaching, PPE, etc.).

Business and Community Partnerships

E2CCB will maintain our partnerships with business, industry and the community through advisory council meetings held through videoconferencing via Zoom if necessary. We will review with sponsoring sites the safety protocols for internship students including PPE, sanitation and social distancing requirements. Our counselors will work to provide virtual industry recruitment activities and support career exploration and preparation with industry partners. E2CCB will review, with the benefit of legal counsel, all existing workplace agreements in light of COVID-19. We will continue to review labor market needs and trends with business and industry partners and adapt curriculum and program offerings as appropriate.

Student Career Development

E2CCB's CTE programs will continue to provide high quality career advisement and exploration opportunities to students through either an in-person, remote, or blended instruction environment. We will use the [CTE Career and Financial Management framework](#) coupled with virtual options to facilitate career exploration for example: guest speakers; virtual career fairs; interview skills; job training; professionalism and proper use of virtual platforms. CTE school counselors will collaborate with CTE teachers to support student career exploration and development.

Career and Technical Student Organizations (CTSOs)

E2CCB supports student pre-professional organizations such as Skills USA and HOSA among others. We will continue to offer these opportunities to students in consultation with the respective state and national organizations to determine what their policies and procedures are for a COVID-19 impacted school year. We will replace in-person activities with remote meetings to comply with NYS DOH guidelines as necessary. We will use Zoom as our videoconferencing tool, which is ED 2D law compliant.

Program Approval

E2CCB will continue to follow our re-approval schedule and process conducting meetings and collaborating using video conferencing as needed to accomplish this and adhering to NYSED protocols for submission.

Data Reporting

E2CCB will follow the NYSED streamlined processes for CTE Data Reporting including to the SIRS and the reporting of grades 9-12 work based learning experiences.

Perkins

E2CCB has submitted our CLNA and Perkins grant.

Civil Rights

E2CCB will continue to insure compliance with all federal civil rights laws and requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is New York's responsibility to comply with these civil rights requirements, including through the State's Methods of Administration State Plan under 34 C.F.R. Part 100, Appendix B.

Extracurricular Activities

Extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program.

In September, E2CCB will offer extracurricular activities that can be provided in a safe environment with appropriate social distancing protocols. Advisors of extracurricular activities will be asked to submit a proposal for conducting their activity in any of the 3 scenarios (in-person, hybrid, and remote) while adhering to social distancing guidelines for any in-person activities. Advisors should consider how to offer experiences that maximize the use of technology and online tools. Proposals will need to include consideration for social distancing, PPE usage, cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). The proposal will be reviewed and approved by the program principal or supervisor prior to any extracurricular activities occurring.

New activities may be developed in accordance with BOE policies. New extracurricular activities will be encouraged that maximize the use of technology and online resources.

E2CCB may restrict and/or limit use of school/district facilities to district or school sponsored extracurricular activities and groups. Outside groups should contact the principal of the school building to discuss the use and extent of access of BOCES facilities. All extracurricular activities and external community organizations that use school facilities must follow state and local health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.

Special Education

Students with disabilities were particularly impacted by school closures in the spring of 2020. In some cases, these students were unable to fully access the programs and services they needed to progress academically, particularly those programs and services that are best delivered in person. E2CCB will continue to put safety first while educating the students that are most vulnerable to academic learning loss.

E2CCB programs and services provide equity and access for all students with disabilities to be involved in and to participate in the general education curriculum. The E2CCB reopening plan provides flexibility and increased communication 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.

Considerations for Reopening Plans

- E2CCB has offered and will continue to offer professional development to all staff regarding distance and blending remote learning options. E2CCB's representation at CSEs will address these different options in the event of intermittent or extended school closures.
- E2CCB will prioritize in-person services for high-needs students with disabilities whenever possible.

Least Restrictive Environment (LRE)

As E2CCB plans the reopening of schools, we continue to work collaboratively with the 27 component districts when considering a student's LRE. In accordance with IDEA, E2CCB provides students with a disability an educational environment determined by the CSE and specified on the student's IEP. E2CCB allocates the necessary resources to ensure that the IEP is fully implemented. Additional placements in an E2CCB classroom may be determined by the student's supplementary aids and services that cannot be achieved satisfactorily through the student's school district.

LRE Documentation

Because LRE is determined by the student's educational needs rather than the setting, E2CCB uses a continuum of services to aid schools districts with placement of students. Appropriate documentation of the current performance of a student is important because all decisions regarding the student's special education services as well as the goals and objectives will arise from the student's present levels of educational performance (PLEP). E2CCB teachers and related service providers will continue to document a student's performance in all reopening scenarios. When writing, or updating a student's PLEP, the parent voice will be critical, especially in remote learning environments.

IEP Implementation

E2CCB will prioritize in-person services for our students with disabilities. At times when in-person services are provided, E2CCB will fully implement the students' IEPs. If schools have not returned to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak will continue to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued OSE guidance, E2CCB will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, E2CCB will provide special education services to the greatest extent possible. However, E2CCB may not be able to provide all services in the same mode and/or manner they are typically provided.

Progress Monitoring

Teachers and service providers will collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning.

In an effort to collect baseline data when school opens, E2CCB will use the following formative assessments for to collect information on student progress.

- Students assessed with general education assessments – Castle Learning or IXL
- Students assessed with alternate assessments – progress monitoring

Best Practice for Contingency Plans

E2CCB has developed 3 scenarios for instruction for students in special education programs. Understanding that students with disabilities had more difficulty accessing instruction than their non-disabled peers, in-person instruction and services are a high priority. However, E2CCB is prepared to deliver high quality instruction regardless of the delivery model.

Compensatory Services

CPSEs/ CSEs will make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year. E2CCB will provide data to the CSE including, but not limited to formative assessment, progress monitoring, and communication logs to support the CSE in making a determination of need.

IEP Implementation Documentation

Teachers and Service Providers will keep documentation for each student which includes:

- Narratives on the changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction
- Instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.
- Formative assessment and ongoing monitoring of student progress will be documented and maintained and how that documentation will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication.
- Collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- Provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.

Child Find

E2CCB has Student Support Teams (SST) at each of our Programs. As schools reopen, it is important for school districts to remember their responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students. Teachers and service providers may make a referral to SST if it is believed that one of our students may have a disability. The referral will need to include the area of need that the student is displaying, relevant data and information, and any interventions that have previously been implemented.

Referral

The function of a BOCES is to provide shared services to component school districts in a manner that is effective, efficient, and fosters equity for students. In that sense, E2CCB provides services after the determination of a disability by the CSE. E2CCB does not take part in the initial referral to special education.

Initial Evaluation/Reevaluation

E2CCB will continue to work with parents to reach mutually agreeable extensions of time, as appropriate, in the case of a reevaluation. In collaboration with the school districts we serve, we will consider ways to use technology, including the use of telepractice to meet timelines. In the event that there is a delay in the reevaluation process/timeline due to an ordered school closure E2CCB will document appropriately and continue to communicate with parents in their preferred language or mode of communication. E2CCB will provide data to the CSE including, but not limited to formative assessment, progress monitoring, and communication logs to support the CSE in making any further determinations of need.

Eligibility Determination/Annual Review Meetings

E2CCB will continue to work collaboratively with school districts to hold annual review meetings of students enrolled in BOCES programming. If needed, E2CCB will also communicate with a child's school district in updating a student's IEP to address further instructional needs due to COVID. When conducting CPSE/CSE meetings, E2CCB will make plans for using alternative means of communication (i.e. video conferencing or teleconferences) at the request of the parent and/or CSE.

Communication/Coordination

E2CCB is committed to the school districts and families we serve. E2CCB recognizes the important role parents play in the academic success of all students. Therefore, in addition to our website, E2CCB plans to send out pertinent information to families with disabilities in how we will reopen in all scenarios. This communication will include written communication sent via mail that will include contact information to their child's teacher and principal. This will ensure that all parties stay coordinated so students continue to be provided FAPE consistent with the need to protect the health and safety of students that E2CCB serve.

Meaningful Outreach and Engagement with Parents of Students with Disabilities

In accordance with IDEA §300.300, parents have the right to be informed throughout their child's educational process, participate in meetings, be members of the decision making body, and the contributors to the development of the IEP. E2CCB recognizes that it is not enough to involve parents but rather establish sustained communication. Clear communication can be promoted through a combination of in-person and online channels to engage families, and not to simply inform them but rather participate in.

Procedural Safeguards and Prior Written Notice Requirements

- E2CCB contracts with the student's home district that provides procedural safeguards notice to parents. E2CCB continues to support the districts in this process.
- If the procedural safeguards and prior written notice requirements somehow come to the student's classroom within our programming, E2CCB will send said paperwork to the parents in support of the districts we serve.
- E2CCB will remain in communication with school districts and parents to ensure it's part in the procedural safeguards notice, prior written notice, and CPSE/CSE meeting notice process. If a parent elects that such communication happen through email, E2CCB will support the process in this manner.
- E2CCB will also support the districts, at their request, to send written agreements to change/amend the IEP, to parents in the event school is closed due to COVID-19.

Partnership and Collaboration to Reflect All Settings Where Students are Served

E2CCB will continue to provide special educational programming and services to our 27 component district that contract with us for such services to the extent possible. In addition to special education settings and teachers, E2CCB provides services which include Speech and Language Therapy, Physical Therapy, Occupational Therapy, Transition Services, Social Work and Counseling, Assistive Technology, Services for the Visually and Hearing Impaired, and Behavioral Support Services. Many of these services are able to be provided through telepractices in the event of potential future intermittent or extended school closures.

Accommodations and Modifications

E2CCB recognizes the need to provide highly effective, culturally responsive, evidence-based, developmentally appropriate instruction to students with disabilities. Teachers adapt materials and adopt alternative strategies to allow students with disabilities an opportunity to access grade level curriculum to the greatest extent possible as outlined in their IEP. E2CCB teachers adjust traditional instructional practices in response to student needs, provide activities that represent significant cognitive challenge, differentiate and personalize for different groups of students, break down concepts into more easily understood segments when needed, and assess students with disabilities in a manner that ensures they are not penalized for their disability.

Supplementary Aids and Services

Supplementary aides and services means aids, services, and other supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment. E2CCB will provide such services in accordance to the student's IEP.

Technology

A good portion of students enrolled in our E2CCB programs utilize some level of assistive technology. During the extended school closures due to COVID, these technologies served to be an integral part of maintaining student's academic progress. In all three scenarios, E2CCB will continue to provide assistive technology to students with disabilities. We will also continue to look for students that may benefit from these types of technological services and add these to their IEPs. E2CCB has developed protocols and ways of getting instructional tools to students in the event of further school closures.

Bilingual Education and World Languages

The spring 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). It is a priority in the E2CCB Reopening Plan that ELLs are afforded the opportunity for full and equal participation in instruction whether it be through an in-person, remote, or hybrid model. The BOCES through our teachers of ENL will fully implement and comply with the Part 154 Regulations. Our teachers and administrators will stay current with guidance from NYSED by participating in regional RBERN – West meetings and contacting our local representative with questions that arise.

Family Engagement

Within the first 2 weeks of school, regardless of the scenario for instruction, ENL teachers will reach out to each ELL student and their family to assess their needs in their preferred language and mode of communication. The purpose of these communications is to proactively address inequities for ELL students and meet their individual and unique needs. Information from the Needs Assessment will be shared with the program Principal or Supervisor and the Associate Director of Alternative and Special Education. This information will assist E2CCB in developing and providing support services to our ELL students.

The needs assessment will include:

- Identifying the preferred language(s) and mode of communication in the home
- Need for materials and resources to be translated
- Need for reliable high speed internet access and number of device(s) needed
- The number of school-age children in the home
- Need for training for parents/guardians to use or access internet and/or devices
- Barriers that contributed to difficulty in accessing remote learning during March - June
- Provide contact information for school personnel
- Provide the student and their family with the name of a point person that the student and family may contact and who will provide regular check-ins.

Assessing and Planning for Learning Loss

ELL students will need to be assessed in the language in which they receive their primary instruction in language arts and mathematics within the first few weeks of school, but not later than September 25, 2020, to identify learning loss that may have occurred as result of the school closures due to COVID-19.

Learning goals will be developed for each ELL student that considers information from the family needs assessment. These goals along with the data from formative assessments should be shared with the programs Student Support Team (SST) to communicate learning goals, develop a support plan, and progress monitor. ELL students should regularly be reviewed by SST to monitor progress and address new or emerging needs to strengthen and support the relationship with the student and their family.

Scheduling and Instruction

Schedules for ELL students should consider the need for co-teaching, direct service, and/or consultation between ENL and content area teachers in order to ensure the student has appropriate access to the curriculum and that inequities are removed.

The provision of required [instructional Units of Study](#) must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. All ELLs must be provided the required instructional Units of Study in their ENL or BE program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning. Former ELLs at the commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.

Technology as an instructional tool should be used consistently with ELL students in order to provide a seamless transition to all scenarios of learning (in-person, hybrid, or remote). Strategically including online resources, digital tools, and media in daily in-person or hybrid routines and lessons will facilitate a smoother transition into any future school closure.

Best Practice for teaching and learning of ELL students are described in the [Culturally Responsive-Sustaining Education Framework](#) during hybrid or remote learning.

Professional Development

Professional Development is essential for teachers that work with ELL students. All faculty and staff members should receive professional development on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs. Teachers of ELLs should implement the concepts identified in the [Blueprint for English Language Learner/Multilingual Learner Success](#) in the delivery of remote and hybrid learning.

Principals and supervisors are responsible for ensuring all teachers of ELL students have professional development on the needs of ELL students, evidence-based practices for ELL students, and effective inclusive practices. Programs should consider targeted professional learning focused on utilizing technology to promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction. For ELLs, collaboration or cooperative learning with peers who have mastery in English or are non-ELLs is an impactful practice that should become a part of their learning. Please contact the Director of Staff and Curriculum Development, Erica Case, to discuss the needs of your ELL students along with your program requirements.

Initial Identification of Potential ELLs

E₂CCB will implement and comply with NYSED approved temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year.

- Qualifying schools that reopen using in-person instruction or blended/hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year. After this 20- day flexibility period, all schools that reopen using in-person or hybrid instruction will be expected to complete identification of ELLs within the required 10 school days of initial enrollment for all students pursuant to Commissioner’s Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process should be followed in person for new entrants following the district’s safety protocols to ensure compliance with the Governor’s Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening.
- Any new entrant enrolling in a school district, to the extent feasible, must be provisionally placed in a Bilingual Education program while awaiting NYSITELL results, as this is the program of default for districts which meet the enrollment threshold set forth under Section 154-2.3(d).

Resource for Parents

New York State English Language Learner Parent Hotline: Parents and students can contact the NYS ELL/MLL [Parent Hotline](#) if they have questions or concerns related to language access or other aspects of parents and students' educational rights. This resource is operated by the New York State Language RBERN and it serves as a way for parents of ELLs/MLLs and persons in parental relation to inquire about their rights and the delivery of services for their children based on state regulations. It is intended to allow parents/guardians and students to inquire and receive responses in the top ten ELL/MLL home languages in NYS. The Parent Hotline can be reached via phone at (800) 469-8224 or via email at nysparenthotline@nyu.edu.

The following section provides information regarding certification for prospective and practicing educators as well as personnel who are involved with staffing at BOCES.

Reopening Plan Mandatory Requirements

Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. E2CCB will review TEACH for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in BOCES.. Assigned staff at E2CCB will be available to support our component school districts.

Considerations for Reopening plans

In response to the COVID-19 crisis, the District Superintendent may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment. BOCES reviews and approves the requests for incidental teaching.

Substitute teachers are an important resource for BOCES during the COVID-19 crisis and currently fall into one of the three following categories. Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. If they are employed for more than 40 days by BOCES in a school year, they must be employed in an area for which they are certified.

- Substitute teachers without a valid certificate, but who are working towards certification (taking college coursework) at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, at BOCES.. If they are employed for more than 40 days by BOCES in a school year, they must be employed in the area for which they are seeking certification.
 - Substitute teachers who do not hold a valid teaching certificate and are not working towards certification may work for no more than 40 days at BOCES in a school year, except as described below. During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the district superintendent has conducted a good faith recruitment search for a properly certified candidate and there are no available certified teachers that can perform the duties of such position.

In rare circumstances, BOCES may hire a substitute teacher beyond the 90 days, if the district superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

Resources

For information about certification, please see the Office of Teaching Initiatives (OTI) website through the following link. The “Topics A-Z” and “Search Certification Requirements” web pages may be particularly helpful. Updates about certification, including changes in response to the COVID-19 crisis, are posted on the OTI website homepage.

- ▶ [OTI website](#)
- ▶ [Topics A-Z](#)
- ▶ [Search Certification Requirements](#)

Contact Information

Prospective and practicing educators who have questions about certification, including their certificate application, can contact OTI at tcert@nysed.gov.

Teacher and Principal Evaluation System (Education Law §3012-D/ APPR)

NYSED believes that well-designed and implemented teacher and principal evaluations (“Annual Professional Performance Review”; “APPR”) are an important tool to help support educator growth and development. E2CCB will fully implement its currently approved APPR plans during the 2020-2021 school year. Each educator’s evaluation must include at least one required student performance measure

(SLOs for teachers; SLOs or an input model for principals). The Commissioner’s regulations for student performance measures are inherently flexible and are designed to encourage educators to be systematic and strategic in their instructional decisions. These measures are intended to increase the quality of discussions taking place in LEAs, schools, and classrooms that focus on student growth and learning, provide clearer indications of when and how to adjust instruction to meet students’ needs, and support more targeted professional learning opportunities.

- E2CCB will review their current systems for developing and implementing student performance measures in light of their plans for teaching and learning. Doing so can help to streamline the evaluation process by reducing unnecessary paperwork or time taken away from instructional preparation.
- E2CCB will also review the assessment(s) that were chosen as the evidence of student growth in the approved APPR plan to ensure that these assessment(s) are aligned with their instructional plans for the coming school year and do not result in any testing of students that is not necessary to support teaching and learning.

Student Teaching

Commissioner’s Regulations Section 52.21(b)(1) (xvi) defines student teaching as follows:
“Student teaching means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.”

Considerations for Reopening Plans

BOCES will continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year. Student teachers can play important roles in terms of bridging gaps related to remote/online instruction, and in supporting the teachers of record and the students, especially during these challenging times.

BOCES will work with the College/University Educator Preparation Programs to identify appropriate ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills. A student teacher will not serve as the teacher of record in a classroom and will always be under the direct supervision of a certified teacher who is the teacher of record.

Conclusion

The pandemic this spring has been an unprecedented time in education. Schools districts and BOCES quickly adjusted from traditional in-person schools to remote instruction with little notice and very little time to prepare. As a result school staff staff, students, and parents were left to figure out schedules for school, childcare, and work in a short amount of time. We knew at some point schools would need to reopen, but we also knew we would need to be ready to move seamlessly between in-person and remote instruction and this would require our teachers, related service providers, aides and assistants to think about the delivery of instruction in a different manner.

Using our staff members with expertise in professional development and technology tools, E2CCB provided professional development from April through June and throughout this summer on pedagogical shifts such as utilizing a flipped classroom approach and using playlists as part of a personalized learning approach. We focused on positive relations between teachers and students, and student to student in order to build communities of learners. We also delivered professional development on digital tools that could help increase and support student engagement. And finally, we focused on expanding our thinking around prioritizing standards, work products that demonstrate mastery, and thinking about incomes instead of time on task.

Our E2CCB staff participated in more than 9,000 hours of professional development in order to be prepared for reopening this fall, no matter the scenario we follow. Our staff will be better prepared to meet the challenges ahead of us and lead the way across our region.

Notice of Non-Discrimination

The Erie 2-Chautauqua-Cattaraugus BOCES does not discriminate in its employment and/or admission to programs and activities as applicable, on the basis of actual or perceived race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, veterans' status, political affiliation, domestic victim status, use of a guide dog, hearing dog or service dog, disability, or other classifications protected under federal or state law, and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding Erie 2-Chautauqua-Cattaraugus BOCES' non-discrimination policies and grievance procedures should be directed to the Compliance Officers as follows:

Laurie LiPuma
Executive Director of Human Resources
8685 Erie Road
Angola, NY 14006
Phone: 716-549-4454 (ext. 4006)
Email: llipuma@e2ccb.org

Brian R. Liebenow, Esq.
General Counsel & Executive Director of Labor Relations
and 9520 Fredonia-Stockton Road
Fredonia, NY 14063
Phone: 716-672-4371 (ext. 2050)
Email: bliebenow@e2ccb.org

Complaints may also be filed with the Office for Civil Rights, New York Office, U.S. Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005-2500, phone: 646-428-3800, fax: 646-428-3843, email: OCR.NewYork@ed.gov.



E2CCB Central Administrative Offices
Carrier Educational Center
8685 Erie Road, Angola, NY 14006
Phone: (716) 549-4454
www.e2ccb.org

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